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ABSTRACT

This Systems and Procedures Exchange Center (SPEC) Kit presents the results of a survey on issues and concerns associated with planning for library services for persons with disabilities. The survey was sent to 119 U.S. and Canadian Association of Research Libraries (ARL) and returned by 74. The report is based on the responses of libraries which reported that they provide various levels of library services and/or adaptive equipment for library users with disabilities. A summary of the survey results presents general information about disabled student enrollment and identifies methods of management and training of library staff to meet the needs of disabled patrons, describes the kinds of space allocated for specialized library services, and provides examples of typical library services and adaptive equipment. The major part of the kit is devoted to examples of planning documents, service policies, staff training manuals, position descriptions, building evacuation procedures, library brochures and handouts, floor plans and equipment, procedures for use of study areas, and campus guides submitted by 24 of the survey respondents: the Universities of California-Davis, California-Riverside, Cincinnati, and Florida; Georgetown University; University of Hawaii; Iowa State and Johns Hopkins Universities; University of Kansas; Kent State University; the Universities of Manitoba, Maryland, Missouri, and New Mexico; Ohio State University; University of Pennsylvania; Purdue University; Queen's University; the Universities of Texas, Tennessee, Virginia, Washington, and Waterloo; and York University. A copy of the survey instrument with a tally of the responses and 15 selected readings are included. (MAB)

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SPEC

SYSTEMS AND PROCEDURES EXCHANGE CENTER

Kit 176

Library Services for Persons with Disabilities

July/August 1991

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The Systems and Procedures Exchange Center (SPEC) gathers, analyzes, and distributes information on the management of human and material resources in libraries today. Established in 1973, SPEC serves as a central exchange among ARL members for information useful for strengthening library operations and programs. Through survey and review processes, SPEC gathers valuable information on current library issues, trends, and management techniques. The goals of the SPEC program are to identify expertise and encourage its exchange among library professionals, promoting experimentation, innovation and improved performance in the field of library management.

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SYSTEMS AND PROCEDURES EXCHANGE CENTER

Flyer 176

Library Services for Persons with Disabilities

July/August 1991

INTRODUCTION

The Americans with Disabilities Act of 1990 mandates the elimination of discrimination against individuals with disabilities. Affecting 43,000,000 Americans, the ADA seeks to make equal opportunity, independent living, and economic self-sufficiency possible for all Americans with disabilities. This landmark legislation requires that "reasonable accommodations" stopping short only of "undue hardship" are to be made in employment, public accommodations, public transportation, and telecommunications. Libraries, included specifically under the public accommodations heading, are required to remove architectural and communications barriers wherever reasonable and to provide auxiliary services and aids for persons with disabilities. Both new library construction and major renovation must be accessible.

Since the publication in 1982 of SPEC Kit #81 *(Services to the Disabled in ARL Libraries)*, ARL libraries have continued to expand and improve library services to patrons with disabilities. In cooperation with governmental agencies and with other departments and offices on campus, ARL libraries are focusing on removing architectural barriers and on promoting both awareness and sensitive communication skills among library staff who assist patrons with disabilities. More recently, libraries have begun acquiring adaptive technologies to encourage individual independence of library users with disabilities.

SURVEY RESULTS

A survey on issues and concerns associated with planning for library services for persons with disabilities was sent by the ARL Office of Management Services to the 119 ARL libraries in spring 1991. Of the 74 libraries completing the survey, 10 libraries either do not provide what they define as specialized services and/or adaptive equipment or indicate that the responsibility for providing these services rests more directly with another office or department on campus. Results of the survey are based on the responses of the 64 libraries that reported that they provide various levels of library services and/or adaptive equipment for library users with disabilities.

General Information. During the past five years increased enrollment of disabled students on campus has resulted in increased use of library services and facilities by this group. Libraries surveyed suggest that expansion of specialized library services, coupled with more effective publicizing of these services, may also explain an increased use of the library by individuals with disabilities. In addition to the removal of physical barriers, libraries are adding adaptive technology and equipment to enable students with various disabilities to complete their assignments independently and successfully.

Most libraries report that they serve blind and visually impaired as well as physically challenged patrons; less than one-half report that they serve the deaf and hearing impaired individuals. The literature suggests that learning disabled students form the largest number of those who are able to benefit from specialized assistance in libraries; however, only 36% of the ARL libraries who provide special services report that they serve learning disabled students.

Management and Training. Almost all university libraries that serve persons with disabilities report that they cooperate with other offices and departments on campus in planning for and implementing specialized services. These offices help to publicize information about specialized services in the library, assist in designing and implementing new library services, and, as a liaison, inform the library of barriers experienced by users with disabilities.

Although funding for providing specialized library services most often comes from the library's budget, for improvements in accessibility one-third of the libraries have also benefited from the financial support of other offices or departments on campus. In addition, grants and gifts make some of these services possible.

Responsiveness by library staff to the needs of patrons with disabilities is encouraged through several levels of staff training. General awareness among library staff to the diverse needs of library patrons with disabilities is heightened through workshops, videos, or articles describing the everyday challenges experienced by these library users. Some libraries distribute to every new staff member information and tips for providing services for patrons with disabilities.

Specialized training for library staff who serve users with disabilities most often is provided either by other library staff members or by vendors of adaptive equipment. In some universities, staff from the office for disabled students provide training in the use of adaptive equipment.

Nearly 60% of the libraries that provide services for persons with disabilities have designated a person on the library staff to coordinate these services; five libraries have a full-time coordinator, and one has a half-time coordinator. Library employees who serve part-time as coordinators of library services for patrons with disabilities generally are not specialists--their main responsibilities in the library lie in other areas, such as reference, media services, reserve, or circulation. Part-time coordinators, who often serve as the library's liaison to the campus office for disabled students, spend varying amounts of time on this function, ranging from less than one hour a week to about ten hours a week.

Space for Specialized Library Services. Space designated for specialized library services ranges from scattered workstations or dedicated space within a larger room to separate rooms of varying sizes. In spite of the fact that many research libraries are experiencing space problems, one-half of the libraries responding to the survey have set aside separate rooms which patrons with disabilities may use for study, for tutoring or reading aloud, or for the operation of adaptive equipment. Patrons using the spaces allocated for specialized services are assisted there by the coordinator of specialized library services, by librarians and/or paraprofessional staff located in nearby areas of the library, by student assistants, by other disabled students, or by staff from the campus office for disabled students.

Services. Although several libraries indicate that they are in the process of developing or revising written policies for serving persons with disabilities, only 27 of the libraries that replied to the survey have written service policies already in place. Some of these policies are written as guidelines for library staff; others, often in brochure or flyer format and sometimes in large print, are intended to provide pertinent information for patrons. Policy statements include a general statement to indicate the library's intent to provide equal access to information for all who request it, to remove barriers wherever feasible, and to retrieve materials wherever barriers still exist.

Basic accessibility has been in place in many ARL libraries for a long time. Accessible entrances, rest rooms, water fountains, and telephones appear with regularity on library checklists. Services such as paging of materials, photocopying, response to requests by telephone, special reference services, modification of lending rules, specialized library orientation sessions, and even the older reading machines, are available in many libraries.

Recent expansion of services available in libraries includes equal access to information by means of speech output and enlarged print for online catalog terminals and CD-ROMs as well as for standard word processing and spreadsheet computer software packages. Updated reading machines (mounted on microcomputers) combine a number of functions and capabilities such as up- and downloading, dial-up to the online catalog, and electronic mail. For patrons with disabilities, some libraries provide free or greatly discounted online searching, the use of microcomputer rooms and special study carrels, and the delivery of materials to campus addresses.

In seeking to provide more effective services for patrons with disabilities, libraries are consulting directly with these patrons, with advisory committees made up of library staff and patrons with disabilities, with disabled student advocacy groups, and with offices for disabled students.

Adaptive Equipment. Tape recorders, both variable speed and cassette, are being used heavily in libraries as are closed captioned television monitors (CCTV) that enlarge print on paper. Seldom used are hand magnifiers, Braille or large print typewriters, reel-to-reel tape recorders, talking calculators, and tactile readers. Other equipment and technologies used heavily in some libraries but seldom in others include Braille printers, TDDs (telecommunications device for the deaf), reading machines such as Kurzweil), and CRTs with print enlargement and speech output.

ISSUES AND TRENDS

Armed with legislation such as the Rehabilitation Act of 1973 and the ADA, persons with disabilities will continue to seek equal opportunity, greater independence in living, and a barrier-free environment. Libraries and librarians are expected to help to make this happen. It is essential for library managers to find ways to remove architectural barriers in existing library buildings wherever feasible and to plan for accessibility in new library construction.

Library administrators who are planning improved services for library users with disabilities are facing issues of funding, staffing and training, the availability of space, the removal of attitudinal as well as architectural barriers, and the selection of equipment, materials and services to meet the needs of this disparate group of patrons.

In struggling to balance the needs of patrons with resources available, library managers are seeking assistance from people with disabilities. The increasing disabled population is becoming less reluctant to identify itself, to ask for services, and to assist librarians in planning and improving services. It is important for library managers to find out whether these patrons tend to own the equipment that is basic to their independence, especially microcomputers with adaptive peripherals and software, and whether a trend toward scanning and speech synthesis may be beginning to replace Braille.

Coordinators of library services for patrons with disabilities are sharing with each other, through association discussion groups and electronic lists, practical solutions for improved services for persons with a variety of disabilities, experience with adaptive equipment, and a general concern for serving the informational needs of library users with disabilities.

This kit and flyer was compiled by Kate W. Ragsdale, Planning Officer, University of Alabama Libraries and prepared as part of the OMS Collaborative Research/Writing Program.

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SPEC

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Kit 176

Library Services for Persons with Disabilities

July/August 1991

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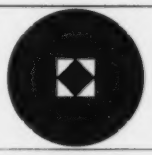
ASSOCIATION OF RESEARCH LIBRARIES  OFFICE OF MANAGEMENT SERVICES

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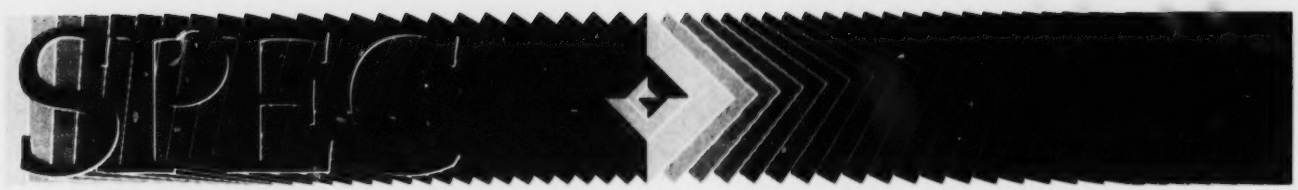


SYSTEMS AND PROCEDURES EXCHANGE CENTER

SURVEY RESULTS

ASSOCIATION OF RESEARCH LIBRARIES
OFFICE OF MANAGEMENT SERVICES
1527 New Hampshire Avenue, N.W., Washington, D.C. 20036
202-232-8656 FAX 202-462-7849

To: SPEC Liaisons

FROM: C. Brigid Welch, Program Officer for Information Services
Kate Ragsdale, Planning Officer, University of Alabama Libraries

DATE: 15 March 1991

SUBJECT: SPEC Survey and Call for Documents on Library Services for Persons with Disabilities

Focus on issues faced by managers in providing library accessibility for patrons with disabilities has been renewed since 1982 when SPEC Kit #81 on the same topic was developed. Library administrators seeking to improve services for this special and disparate group of patrons are faced with budgetary and staffing constraints while challenged both by requirements in the Americans with Disabilities Act and increased use of the library by patrons with disabilities.

Please send with the completed survey relevant documents such as lists of specialized equipment, copies of training materials, floor diagrams for areas devoted to specialized library services. and examples of information about specialized services available in the library. In some cases, questions below may be answered through materials submitted; feel free to cite page numbers in relevant documents in place of writing out an answer.

Please return this questionnaire and relevant documents by **April 30, 1991**. If you have questions, contact Kate W. Ragsdale at (205) 348-1484.

SPEC SURVEY - LIBRARY SERVICES FOR PERSONS WITH DISABILITIES

Library/Institution:_____

Contact Person:_____

Title:_____ Telephone_____

GENERAL INFORMATION

1. Does the library have provide services and/or equipment designed for persons with disabilities?

64 Yes 7 No 3 Yes and No

Explanations for **Yes and No**:

_1_ Most responsibility falls to Handicapped Student Services
_1_ Building accessibility, staff instructed to help, but no formal policies
_1_ Small office in library for campus office for students with disabilities

If **no**, please return survey to Kate Ragsdale, University of Alabama Libraries, Box 870266, Tuscaloosa, AL 35487-0266.

2. In your opinion, has the use of the library by patrons with disabilities increased in the past five years?

33 Yes 29 No 2 No answer

If **yes**, why do you think that this has happened? (Use back of sheet, if necessary.)

13 Increased enrollment of students with disabilities
7 Improvements in access both on campus and in the library
7 Library providing more services; also better promotion of services
4 Improved services on campus encourages more students to attend and to identify themselves
3 University actively recruiting; outreach service
3 University-wide promotion and awareness of services
3 Changing attitudes of persons with disabilities; more independent; greater awareness of legal rights
2 Mainstreaming resulting in more students academically prepared to attend university
2 Increased publicity and use of library in general
2 More (and better) adaptive equipment available

3. Does the library have a checklist for building accessibility? **Please provide a copy of the checklist.**

7 Yes 54 No 3 No answer

4. Indicate areas in which the library has made improvements in library accessibility for patrons with disabilities during the past five years. (Check all that apply.)

45 Elimination of physical barriers
42 Addition of specialized equipment/adaptive technologies
23 Adding specialized library services
17 Staff devoted to providing library service for patrons with disabilities
5 No answer

5. Which disabilities are specifically addressed through specialized library services? (Check all that apply.)

55 Blind and visually impaired
27 Deaf and hearing impaired
23 Learning disabled
51 Physically impaired
3 Other (please specify)
All students identified by campus office for disabled student services
3 No answer

MANAGEMENT AND TRAINING

6. With which other units on campus does the library cooperate or coordinate in providing specialized services? (Check all that apply.)

- 48 Office for Disabled Students
- 17 Student Services
- 10 Computer Center
- 6 Counseling Center
- 4 Learning Center
- 3 Not applicable
- 2 Student Government
- 2 Does not cooperate at this time
- 0 Student Union Center
- 9 Other (please specify)
  - 2 Physical Plant
  - 2 Office of Equal Opportunity
  - 1 University Committee on Disabilities
  - 1 Learning Disabled Program
  - 1 Academic departments/University Administration
  - 1 504 Coordinator of Programs for Disabled Persons
  - 1 Transportation Office
  - 1 Office of Design and Construction
  - 1 City, regional, state, federal, and private agencies

7. What is the source(s) for funding for providing special library services for patrons with disabilities? (Check all that apply.)

- 48 Library budget
- 24 Other campus office
  - 13 Office for Disabled Students
  - 5 Office of Student Affairs
  - 3 Physical Plant
  - 2 Office of Equal Opportunity
  - 1 No office specified
- 15 Gifts/endowments
- 12 Grant(s)
- 6 Agency
- 2 Other
  - 2 Government funds
  - 1 Building construction budget
- 4 No answer

8. Has the library completed cost analyses for providing specialized services? **If budgetary documents are available, please provide copies.**

1 Yes 61 No 2 No answer

9. Has the library prepared planning documents, project reports, or lists of recommendations concerning library services for patrons with disabilities? **Please provide a copy of these documents.**

17 Yes 46 No 1 No answer

10. Is the library (or any other unit on campus) taking steps to heighten awareness among library faculty and staff of the special needs of library patrons with disabilities? **Include sample materials and/or other information.**

35 Yes 26 No 3 No answer

11. Does the library (or any other unit on campus) provide the staff with specific instructions for assisting patrons with disabilities in the event of an emergency? **Please provide copy of instructions.**

43 Yes 17 No 4 No answer

12. Who conducts training for library staff in providing specialized library services and in the use of equipment designed for use by persons with disabilities? (Check all that apply.) **Provide a copy of training materials.**

- 28 Librarians
- 15 No answer
- 14 Disabled students office
- 14 Vendors
- 5 Persons with disabilities
- 3 Vocational rehabilitation
- 15 Other
  - 7 Library staff
  - 8 Individuals from other offices on campus or from agencies off campus
- 3 No training provided at this time

13. Who attends these training sessions? (Check all that apply.)

- 11 Circulation department
- 11 Reference department
- 12 Librarians in all public services areas
- 12 Support staff in all public services areas
- 8 Patrons with disabilities
- 9 Student assistants
- 24 Other
  - 9 Staff specifically assigned to provide services
  - 7 Selected staff at all levels
  - 3 The general staff
  - 2 Media services staff
  - 1 Student volunteers
  - 1 System specialist and library technician
  - 1 Training has not yet begun
- 17 No answer

14. Does the library have a librarian or a staff member who coordinates library services for patrons with disabilities? **Please provide a position description.**

37 Yes 26 No 1 No answer

15. If **yes,** indicate the amount of time this employee devotes to this responsibility:

- 5 Full-time
- 1 Half-time

31 Other
- 8 Less that 1 hour/week
- 5 1-2 hours/week
- 3 3-5 hours/week
- 5 5-10 hours/week
- 7 As needed; difficult to assess
- 3 No answer

SPACE FOR SPECIALIZED LIBRARY SERVICES

16. What space does the library set aside specifically for library services for those with disabilities? **Please provide floor diagrams showing square footage and placement of furnishings and equipment.**
- 40 Separate room(s)
- 21 Scattered individual workstations
- 10 Dedicated space within a larger room
- 6 None (Please skip to question 20.)
- 2 No answer

17. What is the location of the room/space for specialized library services?
- 45 Main library
- 10 Branch library
- 5 All libraries
- 2 No answer

18. What are the hours of operation for this area? (Check all that apply.)
- 49 Same hours of operation as the library
- 2 Monday-Friday, business hours
- 2 Monday-Friday, evenings
- 0 Evenings
- 1 Other--MWF, business hours
- 4 No answer

19. Who provides assistance for patrons using space set aside for patrons with disabilities?
- 17 Coordinator of specialized library services
- 18 Librarians
  - 8 Reference
  - 2 Undergraduate Library
  - 2 Reserve
  - 2 Circulation
  - 1 Access Services
  - 1 Serials
  - 6 No specification
- 20 Paraprofessional library staff
  - 5 Reference
  - 5 Circulation
  - 3 Media
  - 3 Access Services
  - 1 Serials

1 Stacks
1 Reserve
1 Reproduction Services
1 Microcomputer Center
1 No specification

12 Staff from Disabled Students Office
12 Student library assistants
8 Other
6 Available Library staff, as needed
1 Visually impaired librarians
1 Area usually used by disabled students independently
4 No answer

SERVICES

20. Does the library have written policies for providing library services for the disabled? **Please provide a copy of these policies.**

27 Yes
33 No
2 Other
1 In revision
1 In process
2 No answer

21. Have the policies for providing services for library patrons with disabilities been revised in the past five years?

16 Yes 11 No

If **yes**, in what way have the policies been changed? **(Please use back of sheet.)**
To include new services
To reflect new technologies/equipment available
Expansion and clarification

22. Does the library provide for patrons a statement on and/or a description of specialized library services available in the library? **Please provide a copy of such documents.**

34 Yes 26 No 4 No answer

23. Which of the following library services for persons with disabilities are provided by the library? (Check all that apply.)

53 Paging of materials from the stacks
49 Looking up material in library catalog
40 Photocopy service
39 Accessible public telephones
31 Telephone renewals
27 Accessible photocopiers
25 Specialized orientation tours
21 Telephone requests
19 Specialized bibliographic instruction
18 Referral services

14 Delivery service
13 Longer loan periods
10 Reading to the blind
10 Recording of textbooks or other reading materials
7 Giving examinations
4 Signing with the deaf/hearing impaired
11 Other
- 5 Wheelchair access for OPAC, microcomputers, and CD-ROMs
- 2 Proxy borrowing card; special arrangements for circulation
- 1 Acquiring Braille talking textbooks
- 1 Arranging for volunteers to assist with direct services requests
- 1 Free bibliographic database online search services
- 1 Tutoring
- 1 On-line response to subject query

3 No answer

24. Is the library's online catalog equipped with:

Print enlargement?	15 Yes	44 No
In all libraries?	4 Yes	
Speech synthesis?	14 Yes	43 No
In all libraries?	2 Yes	

Other answers:
3 Planning for both speech synthesis and print enlargement on OPAC
1 Planning to have speech synthesis on OPAC
3 No answer

25. Do the blind library patrons at your institution use Braille?
7 Most do
18 Most do not
12 Not as much as in the past
26 Uncertain
3 No answer

26. In what ways has the library communicated with patrons with disabilities concerning ways that the library might be more effective in serving their informational needs? (Check all that apply.)
35 Consultations with individuals
12 Library has not consulted patrons with disabilities
11 Suggestion box
9 Advisory committee (staff and disabled)
4 Survey
2 Workshops
23 Other
- 14 Consultation with Office for Disabled Students
- 4 Consultation with disabled students advocacy group or university committee
- 2 Written correspondence with those who self-identify
- 1 referral from coordinator
- 1 Dean's Office

4 No answer

EQUIPMENT

27. What specialized equipment or adaptive technologies are available in the library for use by patrons with disabilities? How often is this equipment used? (Check all that apply.) **Please include a list of specialized equipment/adaptive technologies (including manufacturer) available in the library.**

	Heavily used		Seldom used	
36 Reading machine	7	4	19	
30 Screen enlargement		12	2	13
27 Cassette tape recorder	10		13	
26 Hand magnifier	1		23	
25 Tape recorder (variable speech)	7		14	
22 Typewriter, Braille		2		17
23 CCTV	11	1	5	
17 TTY/TDD	4		12	
15 Talking calculator	2		9	
15 Speech synthesis	6	2	2	
11 Reel-to-reel tape recorder			8	
12 Braille printer	4		6	
9 Typewriter, large print			8	
5 Tactile reader	1		2	
1 Page turner				1
1 Hand-held scanner				1
14 Other				
4 Perkins Brailler			2	
3 Phonograph (variable speed)				3
2 Braille dictionary				
1 Tactile map of campus			1	
1 Braille Thermoform (copies Braille material)				
1 Individual lockers				
1 Accessible tables for microfiche			1	
1 Enlarger for print on microfiche				
1 Radio reading service receiver				
1 Reading stand				
1 Luxo magnifier	1			
7 No answer				

GENERAL COMMENTS:

Please include any additional comments about library service for persons with disabilities on the back of this sheet.

Please mail completed survey and supporting documents (policies, training materials, floor diagrams, checklists, handouts, lists of equipment) by **April 30, 1991** to:

Kate W. Ragsdale, Planning Officer
University of Alabama Libraries
Box 870266
Tuscaloosa, Alabama 35487-0266
(205) 348-1484

SELECTED GENERAL COMMENTS

Cal--Riverside. The University Library and Disabled Student Services received an Instructional Use of Computing grant to fund an adapted workstation for disabled students. Workstation is equipped with speech output, Braille output, screen enlarger, adapted keyboard. When installation is completed, this workstation will be part of Library network with access to CD-ROM databases, the MELVYL online catalog, word processing programs, and spreadsheets.

In general, the Library and the Office of Disabled student Services work closely together to provide disabled students with a wide range of services and equipment to facilitate their use of library resources.

Guelph. This entire situation is undergoing radical changes. Coordination of library services has recently changed hands and a committee struck. Library aids are in the process of begin created. The campus Centre for Disabled Students was only recently opened. We will have more examples a year from now.

Iowa State. Memo dated July 10, 1990 contains most information requested in this survey.

Laval. Rooms equipped for blind have just been installed. So it is impossible for us at this time to evaluate their utilization.

Manitoba. Please send a copy of the survey when completed.

NYPL. Simply too much material to send. Further information available from:

Mildred Dotson
Office of Special Services
455 Fifth Avenue
New York Public Library
New York, NY 10018
(212) 340-0804

New York. The Library has excellent relationships with the Office of Disabled Students Services. Together we have designed and implemented new services. That office pays the salary of a half-time blind trainer to teach Kurzweil and adaptive computing technologies. We are continuously seeking ways to extend services and have written several grants for improving technological capabilities. Two of our staff members have received the university access award for services to the disabled.

Notre Dame. We have only made the first most basic efforts to expand and ease service for the handicapped. Much is done on an individual case basis.

Queen's. The University has newly created the position of Coordinator for Special Readers Services. The Library is in the process of ordering and receiving various types of equipment designed to assist students with special needs.

Southern Illinois. SIU and Carbondale have a long history of efforts to make the campus and the community accessible to disabled people, particularly wheelchair access. Curb cuts throughout the town, ramps to buildings on and off campus, and other physical means (e.g. special bathrooms) have been in place for quite some time, some even before the legislation mandating their use. The library, like the rest of campus, has these modifications plus some mentioned overleaf. We have in the past been involved in recording textbooks for blind students. We provide carrel space in the library for the use of disabled students and tutors; we have a room housing Braille materials, the VisualTek, and a Braillewriter, plus study space which is reserved for disabled patrons.

Generally, we do not have written policies about these situations, but we work closely with the Office for Disabled Students and publicize our materials and services through them. They in turn keep us informed of problems, complaints, and suggestions. As much as possible, disabled students are mainstreamed on campus so we do not see them as a "group" to be easily targeted, nor do they wish to get special treatment except as physically needed (occasional help with copying, etc.).

Toronto. (attached)

Virginia. Learning Needs and Evaluation Center and Library coordinate activities and referrals.

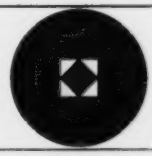
York. (attached)

LIST OF RESPONDING LIBRARIES

Alabama
Arizona State
Brigham Young
British Columbia
Brown
Cal., Davis
Cal., Irvine
Cal., Riverside
Cal., San Diego
Cal., Santa Barbara
Case Western
Ctr for Research Libraries
Chicago
Cincinnati
Colorado
Cornell
Florida
Florida State
Georgetown
Guelph
Hawaii
Houston
Illinois, Urbana
Iowa State
Johns Hopkins
Kansas
Kent State
Laval
Library of Congress
Louisiana State
McMaster
Manitoba
Maryland
Mass. Inst. of Tech.
Miami
Michigan
Minnesota
Missouri
Nat. Agricultural Lib.
Nat. Lib. of Canada
Nebraska
New Mexico
New York Public Lib.
New York University
Newberry Lib.
North Carolina
North Carolina State
Northwestern
Notre Dame
Ohio State University
Oregon
Pennsylvania
Pennsylvania State
Purdue
Queen's
Rice
Saskatchewan
Smithsonian Inst. Libraries
Southern Illinois
Syracuse
Temple
Texas
Toronto
Tulane
Utah
Virginia
Washington
Washington State
Washington, St. Louis
Waterloo
Wayne State
York

SYSTEMS AND PROCEDURES EXCHANGE CENTER

PLANNING DOCUMENTS

ASSOCIATION OF RESEARCH LIBRARIES  OFFICE OF MANAGEMENT SERVICES

LIBRARY ACCESS SURVEY RESULTS
June 1989

Following is a brief summary of the results of the library access survey conducted by Disabled Student Services and Library Circulation Services in May 1989. Surveys were sent to the 201 students who self-identified to Disabled Student Services as having a permanent or temporary disability. (118 of these students have permanent disabilities; 83, temporary.)

The 34 students who responded to the survey described themselves as follows:

Permanently disabled:	23
Temporarily disabled:	11
Undergraduate:	22
Graduate:	8
Did not state:	4
Mobility impairment:	20
Visual impairment:	3
Hearing impairment:	1
Learning disability:	1
Multiple disabilities:	4
Other:	4

(including chronic health impairment-2 and manual impairment-2)

Results were as follows, and follow the format of the survey form (attached, Appendix).

1. Entrance to Rivera Library
   Several suggestions and comments were made:
   1) Remove steps and slope entrance.
   2) Locate automatic door directly in front of entrance stalls.
   3) Automatic door too far from security system.
   4) Turnstiles inconvenient and appear to serve no purpose.
   5) Wheelchair access is difficult.

   Most respondents, however, had no suggestions on how to improve this area, or made no comments.

2. Location of Learning Resource Center
   Five respondents felt that the Learning Resources Center was difficult to locate, and that more signs, perhaps in the Circulation area, should be provided. Three respondents asked that the Learning Resources Center be relocated to the first floor to provide easier access; one student commented on the difficulty of emergency egress for people who use wheelchairs.

3. Level of difficulty encountered in using service areas
   This question was answered inconsistently by many respondents. Most answers appeared to apply to the Rivera Library; fewer patrons seemed to have used other Libraries with none having reported using Music. Therefore; answers were tabulated without being broken down by Library. Overall, a majority of

respondents reported no difficulty in using the listed Library facilities. The greatest difficulties reported included photocopy machines (46% reported some level of difficulty), MELVYL terminals (38%), study space (36%), restrooms (31%), elevators (31%) and doors (27%). Complete tabulations for each area by level of difficulty may be seen in Table 1.

4. Helpfulness of Library services
   Due to the relatively small number of respondents who reported using these services, it is difficult to draw any reliable conclusions regarding respondent satisfaction. Most respondents reported high or moderate satisfaction with service areas; no more than one respondent reported low satisfaction with any area. Areas reported as especially helpful included the Learning Resources Center, Rivera Government Publications, Rivera Reserve, and BioAg and Physical Sciences Reference departments, each of which received at least 75% highly satisfactory ratings.

   Complete tabulations for each services area are in Table 2.

5. Adaptive equipment
   Four respondents requested large print, two requested speech output, two requested adapted keyboards, and none requested braille. (Visually impaired students and learning disabled students, however, are underrepresented in this survey.)

6. Fluorescent-free study area.
   Five respondents felt that such an area would be helpful; three preferred a location in Rivera, and two in BioAg.

Other comments and concerns included the following:
Three respondents mentioned that the main entrance of the Rivera Library is distant from handicapped parking, and requested use of a closer (rear) entrance. Another patron mentioned that portions of the periodicals section in BioAg are blocked to wheelchair access, and another respondent mentioned that aisles in the Government Publications section are too narrow to reach via wheelchair. Another student with a mobility impairment asked that chairs be strategically placed so to allow a patron to sit while searching for materials (which might, however, impede wheelchair access).

Marcia Theise Schiffer
Coordinator, Disabled Student Services

Table 1: Reported level of difficulty in using library facilities

	High		Medium		Low		No difficulty		Total
	(N)	%	(N)	%	(N)	%	(N)	%	
Doors	2	7	3	10	3	10	22	73	30
Elevators	1	3	5	17	3	10	20	69	29
Restrooms	3	10	2	7	4	14	20	69	29
Study space	3	11	5	18	2	7	18	64	28
MELVYL terminals	4	14	2	7	5	17	18	62	29
Personal computers	4	18	1	5	0	0	17	77	22
Other equipment	0	0	0	0	0	0	11	100	11
Reference areas	1	4	1	4	2	8	21	84	25
CD-ROM workstations	0	0	1	6	1	6	16	89	18
Photocopy machines	4	14	5	18	4	14	15	54	28
Circulation Services	0	0	3	12	3	12	20	77	26

Table 2: Helpfulness of library services

	High		Medium		Low		(Did not use)
	(N)	%	(N)	%	(N)	%	(N)
Learning Resources Ctr.	6	86	0	0	1	14	20
Rivera-Reference	14	64	8	36	0	0	10
Rivera-Circulation	10	48	10	48	1	5	10
Rivera-Gov't. Pubs.	7	78	1	11	1	11	22
Rivera-Reserve	7	78	2	22	0	0	20
BioAg-Reference	7	78	2	22	0	0	20
BioAg-Circulation	4	44	4	44	1	11	20
Phys. Sci. Reference	6	75	1	13	1	13	22
Phys. Sci. Circulation	2	40	2	40	1	20	25
Music	2	40	3	60	0	0	25

APPENDIX

We are currently in the process of surveying the UCR Libraries--Rivera, Bio-Ag, Physical Science and Music--for access for patrons with a wide range of disabilities, and would appreciate your assistance. Please complete the following survey, and return in the postage-paid envelope. Thank you.

Marcia Theise Schiffer
Coordinator
Disabled Student Services

Doris Weingart
Head, Circulation Services
Rivera Library

1. Many patrons feel that the front entrance to the Rivera Library is confusing and not especially accessible to people using wheelchairs, canes or crutches. Please describe any difficulties you have experienced, and suggestions for improvement.

2. Please describe any difficulties you've encountered with the location of the Learning Resources Center (2nd floor of Rivera Library) and suggestions for improvement.

3. Please circle the level of difficulty you've encountered in using the following areas; please indicate whether problem is in Rivera, Bio-Ag, Physical Science or Music Library.

					Library(s)
Doors:	high	medium	low	no difficulty	_____
Elevators:	high	medium	low	no difficulty	_____
Restrooms:	high	medium	low	no difficulty	_____
Study space:	high	medium	low	no difficulty	_____
MELVYL terminals:	high	medium	low	no difficulty	_____
Personal computers:	high	medium	low	no difficulty	_____
Other equipment (describe_____):	high	medium	low	no difficulty	_____
Reference areas:	high	medium	low	no difficulty	_____
CD-ROM Workstations:	high	medium	low	no difficulty	_____
Photocopy machines:	high	medium	low	no difficulty	_____
Circulation services:	high	medium	low	no difficulty	_____

4. How well have the following services been able to meet your library assistance needs? Circle one.

LRC:	high	medium	low	have not used
Rivera, Reference:	high	medium	low	have not used
Rivera, Circulation:	high	medium	low	have not used
Rivera, Government Publications:	high	medium	low	have not used
Rivera, Reserve:	high	medium	low	have not used
Bio-Ag, Reference:	high	medium	low	have not used
Bio-Ag, Circulation:	high	medium	low	have not used
Physical Science, Reference:	high	medium	low	have not used
Physical Science, Circulation:	high	medium	low	have not used
Music Library:	high	medium	low	have not used

Please comment:

5. What types of special adaptive equipment could make your use of library resources easier? Please check any that apply.

_____speech output from MELVYL and personal computers

_____braille output from MELVYL and personal computers

_____large print output from MELVYL and personal computers

_____modified keyboard for MELVYL and personal computers

_____other--please describe:

6. Would a fluorescent-free study area be helpful to you? If yes, where located?

7. Would you be interested in attending a library tour of the reference section? If yes, please sign your name in the space below, or contact Sandra Fletcher Christie at x 3028.

****

For statistical purposes:

Class level: Freshman Sophomore Junior Graduate Other

Disability:

_____Mobility (please describe)

_____Visual (please describe)

_____Hearing (please describe)

_____Learning (please describe)

_____Other (please describe)

My disability is/was: permanent temporary

Thank you for your assistance!

5/31/89

DISABLED STUDENT PHYSICAL ACCESS SURVEY

RIVERA LIBRARY -- FIRST FLOOR

LOCATION	SUGGESTED MODIFICATIONS	ACTION: LIBRARY	ACTION: CAMPUS
Entrance			
Glass doors are difficult to open by a person with a mobility impairment.	Special Services plans awareness campaign to discourage unnecessary use of automatic doors.	Survey to gather ideas for improving access. Will assess suggestions and change what we can. Look for campus funding for major modifications.	
Security system wide enough for wheelchair access, but bar hits wheelchair or upper body of wheelchair user. Bar can lock suddenly. Chain ("wheelchair") entrance is uninviting and difficult to use.	Requires consultant to suggest modifications to entrance area to produce better wheelchair access, less confusing pattern of travel.		
Emergency egress			
Too few exits usable by people using wheelchairs, crutches, etc.	Emergency exits will be marked on floor maps. Consultant (above) may have suggestions.	Completed.	
Circulation desk			
Book return too high for person using wheelchair.	Library plans to modify.	Completed.	
Counter too high - uninviting; person using wheelchair cannot reach to checkout books.	Portion of counter should be lowered.		Look for campus funding to do this.
Personal Computer Area, Lobby			
Area cluttered with chairs and tables--hard to negotiate if using wheelchair, crutches, or visually impaired.	Reduce clutter.	Library will investigate.	
Keyboards/printers hard to reach from wheelchair.	Fix closer to front edge of tables. Should be done for all personal computers, microform readers, etc.	In progress.	

22

29

28

call Claris alt cable for Inter printer - attaching to lobby PC

Install Speed. in same PC?

University of Cincinnati

Libraries

Mail Location 33
Cincinnati, Ohio 45221-0033

TO: Dan Gottlieb

FROM: Joseph Madlener

RE: Handicap Services DATE: 5/14/90

Handicap Services enables handicap patrons to access resources of information through the following services:

A. A reading service which will tape or read material needed by a handicap patron from our collection, including Reserve and Reference, or from a departmental library.

B. Photocopy Reserve material and journal articles.

C. Retrieve and charge out material from the library stacks.

D. Provide training on Kurzweil Personal Reader, Talking Calculator and Visual Tech.

E. Schedule reference assistance.

We presently provide these services to seven undergraduates, one Ph.D. candidate and one faculty member. Their disabilities include blindness, visual impairments, and various forms of paralysis. This year we will spend 476 hours providing our reading service. I believe the types of services we presently provide are sufficient but, on the other hand, our equipment is steadily becoming aged and worn. One way to improve our service is by enhancing our communication with handicap patrons. This can be simply accomplished with the development of a brochure summarizing the services and equipment available to all handicap patrons. This brochure could be produced in braille and also typeset. The brochures could then be distributed to Langsam, as well as other departmental libraries and Student Handicap Services.

Currently, Handicap Services makes available the following equipment:

A. IBM XT Computer with large monitor.
B. Computer software: Wordperfect and Procomm.

C. Near letter quality printer.
D. Kurzweil Personal Reader.
E. Talking Calculator.
F. #1 Visual Tech.
G. Perkins Brailler.
H. 1966 World Encyclopedia.
I. 1970 Webster Dictionary.
J. 1980 Tape Recorded Dictionary.
K. Braille Printer (Broken).
L. Braille and Printer Typewriter (Broken).

Although it might appear that we have reasonable resources to accommodate handicap patrons, the equipment is getting old. Long-term goals need to be outlined for replacing aging and broken equipment. By investigating grants, community and corporate donations, the library could open new avenues of funds for replacing aging equipment.

I hope this information answers the questions Ann and Jean addressed. If you need more detailed information, please call me.

UH MANOA LIBRARY SERVICES

A. Information and Reference Desks

1. Hamilton Library Information Desk
2. General and Humanities/Social Sciences Reference
3. Government Documents/Maps
4. Science and Technology Reference Dept.
5. Asia Collections
6. Special Collections
7. Sinclair Reference Desk
8. Circulation Dept., Hamilton and Sinclair Libraries

*Are all services available to everyone?

*Who is responsible for ensuring this?

*Have staffed received training in providing services and communicating to the disabled?

*If, yes, list persons trained, their area of responsibility, and type of training received.

*Is there a plan or procedures or guidelines for assisting/calling for help?

*How is it determined which support service to call?

*Are their plans for reviewing services for the disabled?

*Who is responsible for coordinating programs/services for the disabled?

*Are services publicized (signage or printed maps, tapes, tactile maps, etc.) in alternate formats?

*Is there physical access to service points and programs, e.g. instruction, equipment, service at desks, etc.

*Is there a procedure for requesting alterations to services where required for programmatic access?

*Is this procedure publicized annually?

*Is there a procedure for disabled persons and other members of the campus or the general public to inform the library, on an ongoing basis, of needed improvements in access routes or facilities?

*Is this procedure publicized annually?

B. Reference Services
1. Online database searches
2. CD ROM
3. OPAC database and Online Suggestion file
4. Phone reference
5. Suggestion book
6. Unix mail

*Same as A above.

*Is there TDD reference service?

*Is this publicized to the disabled?

*What kind of services are provided for temporarily disabled patrons or those with transportation problems?

C. Interlibrary Loan

*Same as A above.

D. Term Paper Advisory Service and Librarian Mentor Program

*Same as A above.

E. Library Instruction
1. Library guides
2. Point of use instruction
3. Signs
4. Classroom sessions
5. Computer assisted instruction

*Same as A above.

*Are the classrooms equipped to meet instructional needs for the disabled?

*Are materials available in alternative formats?

F. Collections (Information and reference services are also provided)

1. Microform/Periodical Room
2. Reserve Book Room
   a. Collection
   b. Study Facility
3. Audiovisual Center
4. CLIC (Computerized Learning and Information Center)
5. Stacks

*Are disabled students, emplyees, and members of the general public informed of accessible routes and facilities?

*Are facilities in compliance with ANSI?

G. Facilities/Equipment

1. Photocopy machines
2. Bill changers
3. Library business cashiers
4. Public telephones
5. Campus telephone
6. Conference Rooms
7. Lockers
8. Graduate study carrels
9. Word processors
10. Lost and Found
11. Film and Video Preview Room in Sinclair
12. Public terminals
13. COM microfiche
14. Card Catalog
15. Pencil Sharpeners
16. Water Fountains
17. Restrooms

*Do pay phones and emergency phones have amplifying devices for the hearing impaired?

*Is there a variety of equipment for use by the disabled? e.g. Braille keyboards, magnifiers/large screens.

*Are keyboards and furniture the correct height or adjustable for the disabled?

*Are there monitors for the color blind?

*Are commands typed onto the keyboard manageable for the disabled?

*What are the special equipment needs for accessing materials in the collections? e.g. microform room, AV Center, CLIC (Computerized Learning and Information Center)

*Is there publicized assistance in using the equipment?

*Is special equipment identifiable?

H. Security Services

* What percentage of the budget should be set aside for accomodating handicapped services?

*Are there warnings for both sight and hearing impaired for evacuating the building?

*What accomodations/procedures are there for evacuating wheel chair patrons, staff from each of the floors?

*Are the security guards and student patrolers trained to assist the disabled?

*Is this publicized?

I. Collection Development Policy

* Does it include options for disabled,e.g. closed caption, Braille, etc.?

P.S. Are there campus consultatns for physical access.design?
How is instruction for the disabled handled in the classroom?

Iowa State University

M E M O

DATE: July 10, 1990

TO: Mary Lou Goodyear
Asst. Director for Public Services

FROM: Task Force to Review Services to the Disabled:

Sally Fry (Chair), Mark Forbis, Diana Shonrock,
Linda Meetz, and Peggy Blumer

We have completed our charge and now submit to you our findings and recommendations:

Charge 1: Draft an updated policy.

Attached you will find revised copies of both the "Retrieval of Materials" and "Use of Photocopying Equipment" policies. Revisions were made from the results of interviewing all Public Service units.

Charge 2: Draft a comprehensive listing of library services for the disabled.

Attached you will find a listing of the facilities and services available at the Parks Library.

Charge 3: Review the Library's public areas for physical access.

See attached sheet for recommendations.

Charge 4: Work on identifying faculty, staff and students who have disabilities.

After discussions with the University Committee on Disabilities and Joyce Packwood, University Coordinator of Services for Students with Disabilities, we have concluded that this information is impossible to compile because such information is confidential on student and employment records. Until disabled students, faculty and/or staff identify themselves to us, any outreach we do must target the entire ISU population.

Charge 5: Design a plan for education of public services staff (in consultation with Bill Black).

The Task Force has recommended to Bill Black that a staff development session(s) be offered which involves this Task Force and Joyce Packwood. The Task Force would discuss their findings and recommendations. Joyce Packwood has indicated that she is very willing to give a seminar to our staff on working with disabled patrons and perhaps repeat it on a periodic basis.

Charge 6: Recommend whether a library-wide coordinator is needed in this area.

After interviewing someone from all Public Service units the Task Force has determined that, in general, the policies and practices concerning disabled patrons seem to work quite well. We have also determined that rather than a "coordinator" the library needs a contact person. We recommend that the Stacks Maintenance Supervisor be assigned that duty. We also recommend that a "services review" be conducted every several years.

In addition to the above and attached recommendations, we also recommend that an enlarging device be purchased for the Library. Until very recently a stationary enlarger belonging to a visually disabled student was housed in Room 188C. This machine seemed to be used quite often by the owner and other visually impaired students with whom he shared it. Ideally, the Task Force recommends that the Library purchase both the stationary and portable enlargers listed below:

VTEK Voyager XL	$2925.00
TSI/VTEK MEVA	$2095.00

(see attachment for details)

Also attached for your information are: data sheets on the most recent Kurzweil products; an accessibility report done by Arijit Hirankumar for Professor Arvid Osterberg's Architecture 506 class.

The Task Force will be happy to meet with you to discuss the results of our efforts and any questions you may have.

SF/km
Attachments

USE OF LIBRARY PHOTOCOPYING EQUIPMENT

BY INDIVIDUALS WITH DISABILITIES

Self-service photocopiers are provided in the Parks Library, the Veterinary Medical Library, and the Design and Physical Sciences Reading Rooms. These photocopiers may be mechanically difficult to use by some library patrons with disabilities. The following policies have been implemented in order to provide service to these patrons.

1. Within the Parks Library during the hours when the Photoduplication Unit is open (Monday-Thursday, 7:30 a.m. - 8:00 p.m. during Fall and Spring semesters - special hours during other periods) the Photoduplication unit will photocopy materials at the same price rate as the self-service photocopiers for those patrons with disabilities who find the self-service photocopiers inaccessible.

2. Advance notice of the need for assistance when Photoduplication is not open is strongly recommended. To arrange for assistance, the Assistant Director for Public Service's office (102B Library, 294-4716) should be contacted. Office hours Monday-Friday 8:00 a.m. - 11:50 a.m. and 1:00 p.m. - 5:00 p.m. Without such advance notice, the Circulation Desk will contact a Library proctor to assist in copying materials that are needed for immediate use, not to exceed twenty pages. Items exceeding this amount may be left with the proctor, who will deliver them to the Photoduplication Unit. Except in the case of unusually large amounts of material, the Photoduplication unit will copy these materials by two hours after opening of the next Photoduplication unit working day. The patron will be responsible for picking up materials unless alternative arrangements with the Photoduplication unit are made. Mailing via campus mail or U.S. Mail may be arranged.

3. Patrons needing photocopies from the Veterinary Medical Library and the Reading Rooms should contact staff there in advance of need to make appropriate arrangements. Prior notice is necessary because of the limited number of staff members working in these areas.

Iowa State University Library Policy on Retrieval of Materials for Disabled Users

The Library encourages individuals with disabilities to utilize the list of volunteers provided by the Coordinator of Disabled Student Services (294-1021) whenever possible. This list includes the names of persons willing to provide assistance in collecting library materials.

Disabled users unable to take advantage of these volunteers should contact the Assistant Director for Public Services Office (294-4716), to arrange for assistance, giving as much advance notice as possible.

If no prior notice has been given, these guidelines regarding retrieval of materials will be followed:

1. From 8:00 a.m. - 5:00 p.m., Monday-Friday, Library Student Assistants are available to assist in retrieving materials. The Stacks Maintenance Supervisor may be contacted through the Circulation Desk staff to obtain this assistance.

2. After 5:00 p.m. on weekdays and all open hours on weekends, Circulation Desk staff will contact a Library proctor who is available to retrieve a limited number of items.

Prior notice for the need of assistance is always necessary in the Veterinary Medicine Library and in the Reading Rooms because of the limited number of staff in these areas.

Facilities and Services for the Disabled at the Iowa State University Parks Library

Access ramps are available at the front entrance to the Parks Library.

A wheelchair is available at the Circulation Desk.

Elevators labeled with braille are located adjacent to the card catalog area.

Elevators which provide access to the tiers are located in the north central portion of the building.

Restrooms which accommodate wheelchairs are located on all floors except Ground.

Coin-operated telephones, placed at wheelchair height, are located on all floors except second. If necessary, a disabled person may use the phone in Room 102B (Assistant Director for Public Services Office) for local calls.

The Kurzweil Reading Machine is available in Room 188A. This device reads printed material aloud using a speech synthesizer. The key to Room 188A may be checked out at the Circulation Desk.

A talking calculator with braille instructions is available in Room 188A. The key to this room may be checked out at the Circulation Desk.

Copies of the ISU General Catalog, Student Handbook, and campus map in Braille are located in the Reference Collection.

Tape and phonograph players equipped with braille controls are available in Room 188A, 188B, and 188C. The keys to these rooms are available at the Circulation Desk.

A table with three SCHOLAR terminals (printer attached) near the Circulation Desk has been adjusted in height to accommodate wheelchairs.

Photoduplication Services (Room 117) will provide assistance to individuals who have difficulty using coin-operated copying machines.

Library study rooms are available for disabled persons who need to store personal specialized equipment or for those who are assisted by a person serving as a reader. Application for these studies must be made to the Assistant Director for Public Services Office, Room 102B.

Arrangements for personal assistance in retrieving library materials or for any other need may be obtained by contacting the Assistant Director for Public Services Office (294-4716, Room 102B) or Circulation Desk staff.

We have completed our review of the Library's public areas for physical access by disabled patrons. We have compiled our findings with the recommendations made by Sally Fry, in cooperation with Margaret Donovan, to Bill Black (memo dated June 13, 1988).

Recommendations

1. Front Entrance

   A. The automatic doors provide accessibility to the building for disabled persons - when they are in working order. The lack of trained personnel to maintain and promptly repair the doors needs to be remedied.
   B. The exit system bars, because of their height, cancels any accessibility gained by the automatic doors for persons in wheelchairs and should be replaced or modified.
   C. Both the automatic doors and the exit system have caused minor injuries to children coming to and leaving the Library and should be replaced or modified.
   D. The hand rails on the outside ramps and stairs, which are too wide to allow a good grip, and also discontinuous, should be replaced.

2. Doors

   A. Level door handles need to be installed on the doors to Photoduplication, Interlibrary Loan, and the tiers.
   B. The fire doors to Media are extremely heavy, and because they open on to the atrium, cannot be propped open. An electronic device which holds the doors open but disengages when the fire alarm goes off should be installed.

3. Seating

   A. One carrel or table needs to be raised to a height of 30-32" in each of the following areas: Reference, Reserve, Periodical Room, and the Stacks area of Ground, 2nd, 3rd, and 4th floors, and each of the tiers.
   B. One carrel, one table, and the Serials Catalog table in Microforms, and one listening and one viewing unit in Media needs to be raised to a height of 30-32". This should be done in a way that would properly support and secure equipment on the tables.

4. Telephones

   A. Pay phones meet accessibility standards (coin slot and receiver height from the floor), but the column design makes them difficult for wheelchair users. An accessible pay phone needs to be installed in the Library.
   B. A campus phone, when installed, needs to be accessible to disabled.

5. Elevators

   A. The tier elevator needs to be labeled in braille.
   B. The control panel of the new passenger elevator would be more accessible to wheelchair users if it were on the west wall of the elevator, near the door.

6. Typewriters

A. Typewriter carrels are considerably too low to accommodate a wheelchair. One station needs to be rebuilt to an appropriate height.

7. Reserve Room Access

A. The double doors between Reserve and the Grant Wood mural area need to be adjusted so they close more slowly after being opened. Another Reserve Room access option is to build a ramp in the Library's atrium going into the Reserve (south) reading room (by the Woman in Meditation sculpture).

8. Magnifying Glass

A. A hand-held magnifying glass should be purchased for each Public Service desk.

9. Stacks

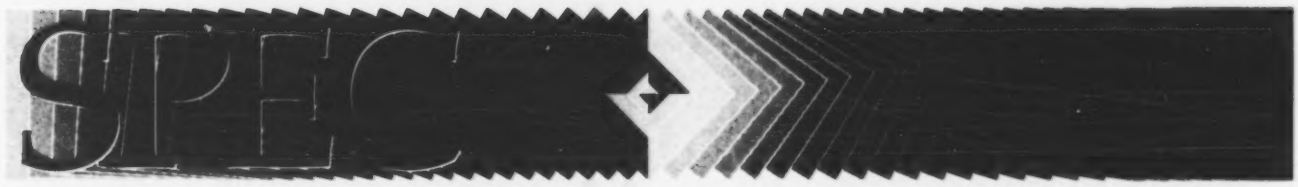
A. More kick stools should be placed throughout the stacks to allow greater access by shorter persons and persons with physical disabilities which prohibit stooping, bending, kneeling, and/or reaching.

B. The labels on the end of the stacks should be lowered for shorter persons and those who use wheelchairs.

10. Stairs

A. The stairs within the tiers are totally lacking in tactile cues for the visually disabled. Carpet circles or skid tapes should be installed in front of each stairway.

B. The hand railings in the fire exit stairwells are not continuous and should be replaced or modified to be so.



SYSTEMS AND PROCEDURES EXCHANGE CENTER

SERVICE POLICIES

SERVICES TO USERS WITH DISABILITIES

I. POLICY STATEMENT

The library is committed to providing access to its materials and services for disabled users equivalent to access available to other users. Obstacles in the present physical facilities shall be removed when feasible and certainly should be considered in the planning stages for new facilities. When barriers do exist, help in the retrieval of materials should be automatic.

Because of the vast array of disabilities, it must remain the responsibility of the patron to initiate contact with the library to request special arrangements necessary to accommodate a unique situation. This partnership between the individual and the library will establish a positive environment in which an individual's needs can be acknowledged and accommodated, while complying with federal and university policies concerning the individual's right to confidentiality.

A coordinator shall be appointed to insure continuing attention to the needs of disabled users. The coordinator will work with public service unties to establish a network of contact persons among staff whom patrons may contact for extended assistance. The coordinator will be the liaison with the Campus Disability Resource Center to stay informed of the needs of disabled users and to collaborate in meeting those needs.

II. ACCOMMODATIONS TO BE PROVIDED

These examples illustrate methods of achieving the goal of "equal access." They are intended to illustrate the spirit rather than the letter of procedure and to encourage all feasible accommodations.

The staff is expected to accommodate disabled users in a variety of ways, including, but not limited to:

- paging books or periodicals from the stacks and shelf areas for persons who have difficulty retrieving the material themselves
- accepting telephone requests to find out if a book or periodical is on the shelf for a patron who has a difficult time getting to the library, and accepting holds or searches over the telephone
- providing proxy cards or modifying lending rules as necessary depending on the user's disability

- helping to fill out reserve charge cards, copying down call numbers from the catalog or writing out a limited number of citations from a book or periodical when a disability makes these activities difficult for a patron

- modifying rules concerning course reserve materials for disabled students who find it difficult to come to the library or use the materials in the regular two-hour loan period. Loan periods may be extended if possible or arrangements may be made to have the necessary materials copied in the Copy Service, at the user's expense

- assisting in the use of the online and card catalogs, reserve course card files, microform readers, and in the use of abstracts and indexes in the reference areas and throughout the library

- providing help photocopying materials, or assistance in making arrangements with the Copy Service or other library-assisted copying when it is necessary to have a large number of pages copied

- providing mechanical devices such as the Kurzweil Reading Machine. Such equipment shall be made available to library patrons other than University affiliates by special arrangement

- providing group or individual instruction and/or orientation upon request

- calling another unit to see if a book is available, or to ask a reference question if the patron has impaired mobility or speech

- accommodating to non-traditional methods of communication including interpreters, writing notes, use of TTY, or providing instructional materials in alternate formats

- scheduling appointments for extended reference service if such special provisions for a handicap are required

- the GLIDE Service, which delivers material from any General Library unit to the library requested by a borrower, may be especially valuable for disabled users

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SERVICES AVAILABLE TO DISABLED LIBRARY USERS

In an effort to insure access to library collections and services for physically disabled students, faculty and staff, the University Libraries provide a number of special services. Persons who wish to take advantage of these services may register at the Circulation Desk, Library West. People with special requests not listed below should be referred to the Chairman, Access Services Department, 115 Library West (392-0345). Although these services are generally available in all campus libraries, users of the Health Science Center Library and Legal Information Center should contact them for information regarding policy variance. **All staff working in public service areas of the library should try to accommodate any reasonable request from a disabled user.**

LUIS CATALOG ACCESS--Most UF library materials are included in the online catalog, LUIS, which can be searched by author, title, or subject. All campus libraries have LUIS terminals accessible to persons in wheelchairs. In addition, patrons may access LUIS via any campus terminal connected to the NERDC mainframe or from any on or off-campus personal computer with NERDC access.

CARD CATALOG ACCESS--Some older or specialized library materials are not yet included in the LUIS catalog. Information about them is available only in card catalogs located at the various library locations. Staff at any library service desk should assist in the retrieval of information from these catalogs.

DEPUTY BORROWER AUTHORIZATION--Disabled users may authorize another individual to serve as a "deputy" and check out library material on their behalf.

NON-CIRCULATING MATERIALS--Non-circulating reference materials may circulate on a special short-term loan for use with equipment in the Visually Handicapped Room in Criser Hall.

IN-LIBRARY REQUESTS FOR RETRIEVAL--All circulation desks will accept requests to have library materials retrieved from the shelf for in-library use or checkout. If staff is available, items will be retrieved immediately. Otherwise, an estimated time (generally within two hours) will be provided. More time may be required for retrievals during evenings and weekends because fewer staff are present.

TELEPHONE REQUESTS FOR RETRIEVAL--Disabled users may request that a specific item be retrieved from the shelves by phoning the appropriate circulation desk. Generally, available items will be retrieved within two hours and held for pickup by the user or his/her deputy at the relevant circulation desk. More time may be required for retrieval during evenings and weekends because fewer staff are available. Requesters are advised to call in advance of coming to the library in the event that the item is not present.

RENEWAL--Registered disabled users may telephone the Circulation Desk, Library West at 392-0345 to request renewal of library materials from all libraries except the Health Science Center, Legal Information Center,Mead Library at P.K. Yonge and Journalism Reading Room. Renewal requests for those libraries or for any special permission checkouts from other collections must be made directly to the lending location.

PHOTOCOPY ASSISTANCE--Library photocopiers are self-service and use a debit card or cash to make copies. Registered disabled users who experience difficulty in making copies on these machines may request circulation desk staff in each library location to make copies for them. **Materials to be copied should be brought to the appropriate circulation desk along with a debit card that has sufficient value to make the copies.** Cash will not be accepted. Copies will be made as soon as possible, depending on staff availability, and generally will require no more two hours for 20 pages or fewer. While care will be taken to make good copies, the library will not accept responsibility for any bad copies The library reserves the right to refuse requests that would take an unreasonable amount of staff time to accomplish or which would, in the opinion of staff, be in violation of United States copyright law.

April 13, 1991

INFORMATION FOR

LIBRARY USERS WITH DISABILITIES

AND FOR

LIBRARY STAFF WHO MAY SERVE USERS WITH DISABILITIES

WATSON LIBRARY

INTRODUCTION

The Libraries are committed to accommodating the special needs of users with disabilities and to providing access to materials and resources on an equal basis. A staff member responsible for arranging these services may be reached at the Reference Desk in Watson Library, located on the third (entry level) floor, to the left of the lobby (phone 864-3347). In addition, the Student Assistance Center (121 Strong Hall, phone 864-4064), works closely with the Libraries to assist students with disabilities in conducting research and gathering materials. Information on other services is available in *Resources at the University of Kansas for People with Disabilities*, located at the Watson Library Reference Desk (HV 1555 .K2 R47; new ed. expected 1991).

ACCESS TO WATSON LIBRARY

The primary entry to Watson Library is via a ramp to the main front (third floor) entrance, which is equipped with power assisted outside doors. Another entrance is by a sidewalk to a grade-level doorway on the second floor, approached from the west, just below the main (third floor) entrance. This lower entrance is opened by the Catalog Department staff between the hours of 8 a.m. and 5 p.m., Monday through Friday, and only for library users with disabilities. Ring the buzzer located just to the right of the door. At other times entry by this door must be arranged in advance by calling the Reference (864-3347) or Circulation (864-4715) desks. Finally, a third entry is on the rear (south side) of the building at the loading dock. This is within a few feet of a handicapped parking space, but the door is up several steps and there is no ramp. Ring the buzzer and mail room staff will open the door, 8 a.m. to 4:30 p.m., Monday through Friday only. Other parking places are shown on the campus accessibility map, available from the Student Assistance Center.

EMERGENCY PROCEDURES

There are two alarm systems in Watson Library, the fire alarm and the exit alarm. The exit alarm is activated by unauthorized use of one of several emergency exits. An alarm goes off for the particular door affected, so that the sound is noticeably localized. The fire alarm, in contrast, is clearly heard throughout

the building and is very much louder. When the fire alarm sounds, the building must be evacuated. At that time the elevators are automatically shut down, stopped at the nearest floor, and doors are locked open. Never attempt to use an elevator during a fire alarm. In Watson Library, go to the fire stair towers at the east and west ends of the building and wait for assistance, if needed. Because the fire alarm is too loud, these instructions can not be issued over Watson's public address system. A library staff member on each floor is assigned to note the presence of anyone needing assistance and to notify fire department or other rescue personnel immediately upon their arrival at the library's front door. Microforms Department staff are specifically responsible for alerting occupants of the Reader Assistance Room in cases of emergency.

Tornado warnings are sounded on campus by a three minute-long siren. An announcement is also made over Watson Library's public address system. The siren is tested at noon on the first Monday of each month (each week during tornado season, March--July). If you hear the tornado siren at any other time, or whenever you hear a public address announcement of a tornado warning, move immediately to a protected area, away from windows and as near to the basement level as possible. Persons in wheelchairs or with other mobility limitations who are on the 4th or 5th floors of Watson Library should take cover inside the stair tower at the extreme east end of the building. These instructions will be issued on Watson's public address system.

READER ASSISTANCE ROOM

Watson Library provides a Reader Assistance Room (Rm. 556) for patrons with visual disabilities where readers or tape recorders may be used. This room also houses the Kurzweil Reading Machine, an image enlarger and a cassette player-recorder. The room is not sound-proofed and is immediately adjacent to quiet study areas. Therefore, users are asked to play equipment at a low volume or use the headphones provided. User manuals for the Kurzweil Reading Machine are available in print, Braille and on cassette tape, are kept in the Reader Assistance Room, and may be checked out at the Circulation Desk for home study. Both the room and the Kurzweil Reading Machine may be scheduled for use by contacting the Reference Desk (864-3347). Instruction in the use of the Kurzweil or the image enlarger also is available there, by appointment. A key to the Reader Assistance Room is kept at the Reference Desk. When the Reference Desk is not staffed, a key is available at the Circulation Desk.

ONLINE CATALOG

The KU Libraries have an online catalog system which aids library users in locating materials quickly and easily. It contains records for books and periodicals which have been cataloged since 1976. A useful feature of the online catalog is its ability to provide checkout information for most library materials. It is recommended that one search both the online catalog and the card catalog to determine whether the library owns a certain item. The card catalog still contains the only records for a large portion of the collections.

Terminals are available throughout the library system. Remote access is possible through the KU campus network (KUPSN), through a terminal at any of the RAN sites or at the Computer Center, or via a phone line using a modem and microcomputer. For details, consult *Guide for Readers 2b: Remote Access to the University of Kansas Online Catalog*, available at the nearest reference desk. Specific instructions for using the catalog itself are available in *Guide for Readers 2: The Online Catalog*. Additional questions about remote access to the network should be addressed to ACS Consulting at 864-0410.

BORROWING AND RETURNING BOOKS

Staff at the Watson Circulation Desk will retrieve books from the Watson stacks upon request. During some times of the day it may be necessary to wait for book retrieval service until Circulation Desk staff are free to leave the desk. To aid the efficient retrieval of materials from the Libraries, the patron should compile a list of the materials needed. For books, information should include authors, titles, call numbers and location. For journals note the journal title, volume, date, pages, article author and title, call number and location. List all materials from one location on the same sheet. The user's name and ID number should appear at the top.

Reference staff will answer telephone inquiries (864-3347) as well as in-person inquiries concerning the status of a book (is it checked out, on reserve, etc.). Books from branch libraries may be retrieved through the Reference Desk in Watson when the patron is unable to go to the branch directly. Reference staff give the requests to the Interlibrary Services Department, who handle them on their next regular trip to the branches, and leave materials in the Pick-up Box at the Reference Desk.

Books from the branch libraries may be returned through Watson Library, either at the main Circulation bookdrop or the bookdrops located inside the front door and at the rear loading dock door. With advance arrangement, Circulation staff will deliver books to or pick up books from the rear loading dock (phone 864-4715). Watson books may likewise be returned at a branch. However, books returned at a library other than the one from which they were borrowed will not be considered officially returned until they have been received at the original location. Items borrowed for the normal, 4-week period may also be returned by mail to the library from which they were checked out, and the postmark date will be considered the date of return.

Materials obtained from the Reserve Desk or Periodicals Desk must be returned there directly, since such materials are in constant high demand. These materials will not be considered returned until actually received. Materials obtained through interlibrary loan must be returned directly to the Interlibrary Services or Reference Desk in Watson, and items from the Regents Center library must be returned to the Watson Reference Desk also.

OTHER SERVICES

Library users with visual disabilities may request extended (4 month) borrowing privileges at the Watson Library Circulation Desk. Also at the Circulation Desk, any user with a disability can request proxy library cards to be used by friends or relatives who may be assisting in retrieval of materials or in research.

The Libraries also will provide, on a special library account number, limited, free photocopying of noncirculating or short-term circulating materials such as Reference, Reserve and Periodicals Reading Room titles for users in Watson or in the branch libraries who, because of a disability, need an extended amount of time to read the material. Inquire at Copying Services, Watson Library.

There is a spare key at the Circulation Desk to operate the wheelchair lift in the Readers' Lounge on Watson's first floor. However, the lift is normally operable without the need of a key.

ADDITIONAL INFORMATION

Inquire at the Reference Desk, Watson Library (864-3347) for further information or requests regarding any aspect of library services for users with disabilities.

Guide for Readers 1: Introducing Watson Library provides general information and a self-guided tour of Watson Library. This *Guide* and other library instructional materials are available at the Reference Desk.

LIBRARY COLLECTION DEVELOPMENT POLICY

Acquisition of special library materials for persons with disabilities is governed by the "Collection Development for Library Users with Disabilities" section of the Libraries' *Collection Development Policy*, rev. ed. 1991.

NOTICE:

Library staff who have doubts about the legitimacy of a particular request for assistance, or who have other questions about how much service to render in a particular situation involving a library user with a disability, should call the Student Assistance Center (864-4064).

compiled by Jim Neeley, Reference Department
revised April 13, 1991

Reviewed by the Student Assistance Center and the Office of Affirmative Action, May 1985.

September 10, 1990

COLLECTION DEVELOPMENT FOR LIBRARY USERS WITH DISABILITIES

Coordinator: Jim Neeley
Location: Watson Library

I. Rationale

The University of Kansas Libraries Mission Statement and Objectives (6/83) states that "the Libraries support the Library Bill of Rights...." That document in turn states that "Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves" and that "A person's right to use a library should not be denied or abridged...[because of physical or mental impairment]" (Intellectual Freedom Manual, American Library Association, 3rd ed., 1989, pp. 113-114).

In addition, the Rehabilitation Act of 1973, Section 504,

> prohibits discrimination against handicapped persons in recruitment, testing, admissions, and treatment after admission. Colleges and universities are required to make reasonable adjustments and change discriminatory policies to permit handicapped students to fulfill academic requirements, and to insure that they are not effectively excluded from programs because of physical barriers or the absence of auxiliary aids.

The Americans with Disabilities Act, signed into law on July 26, 1990, further strengthens the requirement to provide equal opportunities and benefits. Although both of these acts are primarily concerned with physical access to opportunities and benefits, the latter places special emphasis on services. A committee of the Association of Specialized and Cooperative Library Agencies, a division of ALA, is expected to report on the law's implications for libraries later this year.

In light of these principles and laws, it is appropriate that the University of Kansas Libraries' revised Collection Development Policy addresses the issue of library materials for users with physical disabilities.

For the purposes of this policy, disabilities are understood to include sight, mobility and reading impairments. The number of sight-impaired students and faculty at KU is believed to be 20 to 25 while those with mobility impairments number about 20. The prevalence of reading disabilities is unknown.

II. Collection Guidelines

Standards do not exist concerning the provision of materials in general academic libraries for users with disabilities (some very general standards approved by ALA in 1966 were disavowed in 1977). The only existing standards in this area are the Revised Standards and Guidelines of Service for the Library of Congress Network of Libraries for the Blind and Physically Handicapped 1984 (Chicago: American Library Association, 1984). Although the University of Kansas Libraries are not a part of the Library of Congress Network, these standards were examined to see whether they offered anything that might be applied to KU. The only statement in these specifically concerning collection development is Section 2.2: "Selection of Materials," which consists in its entirety of the following statement: "2.2.1 Each network library shall have a written statement of policy for collection development. (See appendix C)." Appendix C: "Selection Policy for Reading Materials," however, concerns only "the selection of printed materials to be produced in braille or recorded media ('Talking Books') by the National Library Service for the Blind and Physically Handicapped (NLS)."

III. Future Directions

Technological advances are steadily improving the ability of the mobility- or sight-impaired to utilize research materials. The University of Kansas Libraries, in cooperation with the Student Assistance Center, 121 Strong Hall, should remain alert to future opportunities to better serve this population.

Within ALA, the following three groups share similar purposes: the Association of Specialized and Cooperative Library Agencies, Libraries Serving Special Populations Section, 1) Library Services to the Blind and Physically Handicapped Forum and 2) Academic Librarians Assisting the Disabled Discussion Group; and 3) the Library and Information Technology division's Adaptive Technologies Interest Group.

IV. Selection Process

In lieu of large type[1], recorded, or braille materials, and in the absence of any useful standards or guidelines, the University of Kansas Libraries provide a Pelco image enlarger (a closed circuit television system) and a Kurzweil Reading Machine (new model acquired in fall 1990). These devices assist partially sighted or blind readers in using the same printed collections as other library users. The equipment, which was acquired by the Student Assistance Center, is located in the Reader Assistance Room, Room 556, Watson Library. Access is provided by the Watson Reference Desk staff. Service policies are given in Information for Library Users with Disabilities and for Library Staff Who May Serve Users with Disabilities, available at the Watson Library Reference Desk.

Electronic media (e.g CD-ROM databases and online catalogs) can be made accessible to blind patrons through screen review software and speech synthesizer hardware. The University of Kansas Libraries are currently seeking grant funding through Campaign Kansas to obtain these resources. In addition, the Library should consider acquiring an encyclopedia and other reference materials on CD-ROM for use by patrons with disabilities. Some disabled library users have special computer equipment (voice synthesizers, enlarged monitors, etc.) in their homes or offices, so that making electronic resources available through the campus network is an especially useful service for the library to provide.

Writers on library services for the disabled often recommend that even academic libraries maintain a collection of general (non-research) materials concerning disabilities for the use of disabled persons and by others who wish to learn more about disabilities. Magazines for Libraries (6th ed., 1989) lists 35 general interest (i.e. news, practical, self-help, and/or association) periodicals in its "Disabilities" section. Of these, the University of Kansas Libraries subscribe to just one.[2] (In contrast, the Libraries receive 11 of the 14 research oriented titles. Research on disabilities, however, is not the concern of this policy.) Presumably, the Libraries' holdings in general interest monographs are similarly sparse.

As may be surmised from the foregoing, there is not now nor does there appear to ever have been any mechanism whereby the Libraries can obtain the advice of local users with disabilities on any regular or representative basis concerning collection development (or any other) issues.[3]

V. System Coordination and Resource Sharing

The Library of Congress Network of Libraries for the Blind and Physically Handicapped regional library for Kansas is the Kansas State Library, Division for the Blind and Physically Handicapped, Emporia State University. The nearest subregional library is the Topeka Public Library, which has the most extensive collection of large type materials in the state. NLS provides materials to meet "general reading needs," includes little of research interest, and specifically excludes textbooks. See "Appendix C" of the Revised Standards and Guidelines (mentioned in Sec. II, above) for details. These materials are available to University of Kansas patrons through interlibrary loan.

At the University of Kansas, recorded materials may be obtained through the Student Assistance Center from Recordings for the Blind, Inc., which lends at no charge textbooks and some other course related materials. They issue a Catalog, available at the Center.

The Watson Library Reference Department also has the Recordings for the Blind Catalog (Z 5347 .R4) as well as Words on Tape: An International Guide to Recorded Books (Z 5347 .W67). Additional bibliographies of recorded books are listed in the online catalog under the subject "Talking books--Bibliography."

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[1] The library does own a few books in large type. Most of these, however, were purchased for their content and not because they are more easily read by the sight impaired. They are, therefore, not treated as a separate collection, not cataloged together, and not shelved together in a special location. Some of these books may be found by searching the online catalog under the subject "Large type books."

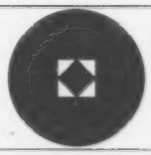
[2] American Rehabilitation. Ironically, this title, published by the Rehabilitation Services Administration of the US Department of Education, is housed in the least accessible of locations, the Government Documents and Maps Library on the sixth floor of Malott Hall. The Student Assistance Center does not collect these kinds of periodicals either.

[3] The KU campus organization Students Concerned with Disabilities has been inactive for some years.

This policy statement is available in large type upon request at the Watson Library Reference Desk.

SYSTEMS AND PROCEDURES EXCHANGE CENTER

STAFF TRAINING MATERIALS

ASSOCIATION OF RESEARCH LIBRARIES  OFFICE OF MANAGEMENT SERVICES

THE UNIVERSITY OF MARYLAND
COLLEGE PARK LIBRARIES

Dear

Welcome to the University of Maryland College Park Libraries! As Coordinator of Services for Disabled Patrons, one of my responsibilities is to ensure that each new Public Services Division employee is made aware of our policies regarding service to disabled individuals.

The materials enclosed in this packet are intended to give you:

a. Guidelines on how to interact with disabled individuals;
b. Information on the purpose and use of the telecommunications device for the deaf (TDD);
c. Vocabulary appropriate for discussing disabling conditions;
d. Current information on services provided to disabled College Park Libraries patrons.

Before reading any of the enclosed material you should complete the Issues in Disability Scale and return it to me.

In addition to reading and incorporating the printed information in the packet, you are expected to visit Nonprint Media Services in Hornbake in order to view "Sensitivity to the Library Patron" (Z711.92.H3S46) during your first month of employment.

After you have reviewed all of the printed matter and have seen the video, if you have any further questions about our policies regarding service, please feel free to contact me at extension 4737.

Sincerely,

John W. King, M.A., M.S.L.S.
Associate Librarian II, Hornbake Reference
Coordinator of Services for Disabled Patrons

COLLEGE PARK CAMPUS
College Park, Maryland 20742

TERMINOLOGY APPROPRIATE FOR USE IN RELATION TO DISABILITY

DISABILITY (DISABLED, PHYSICALLY DISABLED) - General term used for a (semi)permanent condition that interferes with a person's ability to do something independently; may refer to physical, mental, or sensory condition. Preferred usage: persons who are disabled, people with disabilities, or disabled persons.

BLIND - describes a condition of total loss of sight. Individuals with partial vision should be described as partially sighted, with partial vision, or visually impaired.

CONGENITAL DISABILITY - describes a disability that has existed since birth; birth defect is an inappropriate term.

DEAF - describes a condition of a total loss of hearing. Individuals with partial hearing should be described as having a partial hearing loss, hearing impaired or hearing impairment.

DEVELOPMENTAL DISABILITY - any mental and/or physical disability incurred before the age of 22 that may continue indefinitely. Term includes individuals with mental retardation, cerebral palsy, autism, epilepsy, sensory impairments, congenital disabilities, traumatic accidents or other disease processes.

MENTALLY ILL/MENTAL DISORDER - describes a person who has lost the social and/or vocational skills necessary to function independently.

MENTAL RETARDATION - describes a person with significantly below-average general intellectual functioning.

MUTE/PERSON WHO CANNOT SPEAK - preferred term to describe persons who do not speak.

SEIZURE - describes an involuntary muscular contraction symptomatic of the brain disorder epilepsy. Convulsion should be reserved for seizures involving contractions of the entire body.

SPASTIC - describes a muscle with sudden abnormal involuntary spasms; muscles are spastic not people.

TERMINOLOGY INAPPROPRIATE FOR USE IN RELATION TO DISABILITY

AFFLICTED - Person who has... or is affected by...

CEREBRAL PALSY, C.P. - OK to describe the condition but not a person. Use people who have cerebral palsy.

CONFINED TO A WHEELCHAIR, WHEELCHAIR BOUND - wheelchairs allow a person to be mobile, they do not confine.

CRAZY, INSANE, MENTALLY DERANGED, OR DEVIANT - inappropriate terms used to describe a mentally ill individual.

CRIPPLED OR CRIPPLER OR CRIP

DEAF AND DUMB OR DEAF MUTE - out of date terms used to describe a deaf person who also could not speak. Deafness does not make a person ignorant. Implies that persons without speech are always deaf.

DEFECTIVE, DEFORMED

DISEASE - Describes a contagious condition. Better to say condition.

DRAIN AND BURDEN - Added responsibility is much more positive.

EPILEPTIC - the individual should be refereed to as a person who has epilepsy.

GIMP - Out of date term once used to describe someone who walked with a limp.

HANDICAP - often used as a synonym for disability; should really only be used in terms of legislation or regulations not to describe a disability.

INVALID, LAME, MAIMED

MORON, MENTALLY DEFECTIVE/DEFICIENT, FEEBLE-MINDED - terms inappropriately used to describe mental retardation.

PARALYTIC, ARTHRITIC, EPILEPTIC

PATIENT - Hospitals and doctors have patients. Most disabled people are not in hospitals or regularly cared for by doctors.

POOR, POOR UNFORTUNATE - Disability has nothing to do with how wealthy one is.

RETARD - Individuals who are mentally retarded prefer being called by their names.

SPASTIC, SPAZ - Inappropriate terms to describe persons who lack coordination.

SUFFERS FROM - If a person with a disability is independent and copes well with life then the phrase does not apply. The term implies that the person is in constant pain as a result of the disability and this is rarely the case.

STRICKEN, VICTIM - a person with a disability was neither sabotaged nor assaulted nor necessarily in a plain, train or car crash.

WHEN YOU MEET A DISABLED PERSON . . .

1. Offer help but wait until it is accepted before giving it. Offering assistance to someone is only polite behavior. Giving help before it is accepted is rude. It can sometimes be unsafe, as when you grab the arm of someone using a crutch and the person loses his balance.

2. Accept the fact that a disability exists. Not acknowledging a disability is similar to ignoring someone's sex or height. But to ask personal questions regarding the disability would be inappropriate until a closer relationship develops in which personal questions are more naturally asked.

3. Talk directly to a disabled person, not to someone accompanying them. To ignore a person's existence in a group is very insensitive and it is always rude for two people to discuss a third person who is also present.

4. Don't park your car in a parking place which is specially designated for use by disabled people. These places are reserved out of necessity, not convenience. Some disabled people cannot walk distances, others need extra space in order to get wheelchairs in and out of the car. If you park in a handicapped space it may be convenient for you but totally prohibiting for disabled people.

5. Treat a disabled person as a healthy person. Because an individual has a functional limitation does not mean the individual is sick. Some disabilities have no accompanying health problems.

6. Don't assume that a lack of response indicates rudeness. In some cases a disabled person may seem to react to situations in an unconventional manner or may appear to be ignoring you. Consider that the individual may have a hearing impairment or other disability which may affect social or motor skills.

7. Keep in mind that disabled people have the same activities of daily living as you do. Many persons with disabilities find it almost impossible to get a cab to stop for them or to have a clerk wait on them in stores. Remember that disabled individuals are customers and patrons, and deserve equal attention when shopping, dining, or traveling.

WHAT DO YOU DO WHEN YOU MEET A BLIND PERSON ?

1. If a blind person seems to need help, go ahead and offer your assistance. But do not help unless the individual says you can. Always ask before you act. If you are not sure exactly what to do, ask the person to explain how you should help.

2. To guide a blind person, let him or her take <u>your</u> arm. Do not grab the blind person's arm, as this is dangerous as well as insulting and frightening. The blind individual will walk about half a step behind you, following your body motions. If you encounter steps, curbs, or other obstacles, identify them. In places too narrow for you to walk two abreast, bring your arm back and let the guided person follow you.

3. When talking to a blind individual, use a normal tone and speed or voice. Shouting or speaking to an adult as a child is very insulting. Blindness does not affect hearing or intelligence. When you are leaving a room, say so - anyone would feel foolish talking into thin air. Do not avoid using words like "blind", "look" or "see"; blind people use them too.

4. When giving a blind person directions, be as clear and specific as possible. Make sure to point out obstacles in the direct path of travel. Since some blind people have no visual memory, be careful of using descriptions containing numbers of feet or yards (e.g., 50 feet ahead). If you are unsure of just how to direct a blind person, say something like, "I'd be happy to give you directions. How should I describe things?"

5. When guiding a blind person to a chair, simply guide the hand to the back of the chair and tell the person if the chair has arms. In a restaurant, it is also polite to read the person the menu and prices.

6. Resist the temptation to pet a working guide dog. If the dog is distracted from its work, its owner can be in danger. Always ask permission of the owner before interacting with the dog.

7. Use common sense and sensitivity. Most blind people's hearing is fine and comments like, "Isn't it a shame he is blind," are usually heard and not appreciated. A blind person is just like you, only without sight. Give him or her the same respect as you would a sighted person.

8. When working or socializing with blind persons, do not exclude or excuse them from participating because you feel their blindness would be a problem. Let them make that decision. Do not lower your expectations (work load, social activities, etc.) of what the person can do. He or she may surprise you. Give a blind person the chance to succeed or fail, just like anyone else.

WHEN YOU MEET A PERSON WITH MENTAL RETARDATION . . .

1. When talking with someone who is mentally retarded, keep your concepts clear and concise. Use fewer complex sentences. But it is inappropriate to change the inflection or tone of your voice. Do not talk down to someone with mental retardation. The quality of your conversation will not change by making your points clear and easy to understand.

2. It is okay to offer help (e.g., reading the menu, explaining directions), but wait until your offer is accepted before doing anything. You may think someone needs help doing something, but they may prefer to do it themselves. Ask first.

3. Do not assume that a person with mental retardation is sick. Mental retardation is not an illness. It is not contagious, and does not cause health problems.

4. Do not take advantage of a person who is mentally retarded. Sometimes their friendliness and "eager to please" attitude encourages people to ask them to do excessive favors and chores. Do not ask people with mental retardation to do anything you would not ask other folks to do for you.

5. Keep in mind that most people with mental retardation have the same activities of daily living as you do. Many people with mental retardation find it impossible to get a cab to stop for them or to have a clerk wait on them in stores. Remember that people with mental retardation are customers and patrons, and deserve equal attention when shopping, dining, or traveling.

6. In some cases a person with mental retardation may seem to react to situations in an unconventional manner or may appear to be ignoring you. Remember that a lack of response or a slow response does not necessarily mean the person is being rude to you. A person who has mental retardation may simply be slower to respond.

7. Interact with the person with mental retardation as a person, first. Talk to adults with mental retardation as adults, not as if they were children. Citizens with mental retardation deserve the same respect and dignity as all other people.

WHEELCHAIR ETIQUETTE

1. Always ask the wheelchair user if he or she would like assistance before you help. Your help may not be needed or wanted.

2. Do not hang or lean on a person's wheelchair. It is part of the wheelchair user's personal body space.

3. Speak directly to the person in the wheelchair, not to someone nearby as if the wheelchair user does not exist or is a mentally handicapped.

4. If the conversation lasts more than a few minutes, consider sitting down or kneeling to get yourself on the same level as the wheelchair user.

5. Do not demean or patronize the wheelchair user by patting him or her on the head or shoulder.

6. Give clear directions, including distance, weather conditions and physical obstacles that may hinder the wheelchair user's travel.

7. Do not discourage children from asking questions about the wheelchair. Open communication helps overcome fear and misleading attitudes.

8. When a wheelchair user transfers out of the wheelchair to a chair, toilet, car or bed, do not move the wheelchair out of reaching distance.

9. It is okay to use expressions like "running along" when speaking to the wheelchair user.

10. Be aware of the wheelchair user's capabilities. Some users can walk with assistance. They use wheelchairs to conserve energy and move about more quickly.

11. Do not classify people who use wheelchairs as sick. Wheelchairs are used for a variety of disabilities.

12. Do not assume that using wheelchair is in itself a tragedy. It provides freedom and allows the user to move about independently.

EXCERPT FROM "WHAT DO I DO WHEN I MEET A PERSON IN A WHEELCHAIR?"
(NATIONAL EASTER SEAL SOCIETY)

LAYPERSON'S QUICK GUIDE TO TDD
(how to use it - etiquette - code words)

Receiving a TDD Call

Always identify yourself immediately. Since the caller does not hear your voice, it is important and polite to type your name, and place of work, if any. Abbreviate if possible, just so we know that we dialed the correct number. For example: HELLO BARB AT LMS GA.

It is desirable to avoid typing "May I help you?" Though a common idiom heard on voice phone, it feels different when seen in writing. The disabled person takes pride in doing the call without asking for help and may feel put down if offered help when you have no idea who is calling or what it is about.

Placing a TDD Call

Turn on the TDD and check the monitor light to be sure you have a dial tone - a short steady light on the monitor. When placing the receiver in the coupler, in most models the cord should be toward you or to the left. The monitor light tells you whether the phone number you dialed is ringing - a long, slow flash or two short flashes with a pause in between. A busy signal will make short continuous flashes.

DO let the phone ring (which makes the light flash) longer then you would do for a voice call.

When the phone is being answered you see an irregular light signal as it is picked up and placed in the coupler. We do have many wrong numbers as unaware callers without TDD try to reach us on their voice phone.

Punctuation

Omit all punctuation, even the periods, because some keys and functions on TDD models do not match with other models. For example: when you type a period, the old reconditioned TTY's are thrown into upper case where they sometimes stay stuck and you have to repeat everything you had typed.

Ending the TDD Call

It is desirable to convey the message non-verbally that you are pleased to have had this telephone contact. You can do this as follows:

Sign off with brief, warm words. If the other person types warm words first, do take a moment to type "Same to you" before the SKSK. When you see "Thank you" on your paper or screen, please take a moment to type "You are Welcome" or just "Welcome." An abrupt SKSK feels cold and rude. After you SKSK be sure to hang up the receiver.

Code Words - used to abbreviate frequently repeated words and phrases.

GA = go ahead (your signal to start typing; do not interrupt until GA appears)
Q = question
HD = hold
PLS = please
U = You
SMILE = humor
HAHA = laughter
GA TO SK = go ahead if you have more to say; I am finished
TTY = teletypewriter (reconditioned "monster")
TDD = Telephone Device for the Deaf (includes all models; a TTY is a TDD)

Written by: Bernice B. Hoeper, LCSW, Director
Deaf Community Services, Lutheran Mission Society
1201 S. Charles Street, Baltimore, Maryland 21230

ONE-TO-ONE

To communicate with a deaf person in a one-to-one situation:

Get the deaf person's attention before speaking. A tap on the shoulder, a wave, or another visual signal usually does the trick.

Key the deaf person into the topic of discussion. Deaf people need to know what subject matter is to be discussed in order to pick up words which help them follow the conversation. This is especially important for deaf people who depend on oral communication.

Speak slowly and clearly, but do not yell, exaggerate, or overpronounce. It is estimated that only 3 out of 10 spoken words are visible on the lips. Exaggeration and overemphasis of words distorts lip movements, making speechreading more difficult. Try to enunciate each word, without force or tension. Short sentences are easier to understand than long ones.

Look directly at the deaf person when speaking. Even a slight turn of your head can obscure their speechreading view.

Do not place anything in your mouth when speaking. Mustaches that obscure the lips, smoking, pencil chewing, and putting your hands in front of your face all make it difficult for deaf persons to follow what is being said.

Maintain eye contact with the deaf person. Eye contact conveys the feeling of direct communication. Even if an interpreter is present, continue to speak directly to the deaf person. He/she will turn to the interpreter as needed.

Avoid standing in front of a light source, such as a window or bright light. The bright background and shadows created on the face make it almost impossible to speechread.

First repeat, then try to rephrase a thought rather than again repeating the same words. If the person only missed one or two words the first time, one repetition usually will help. Particular combinations of lip movements sometimes are difficult for deaf persons to speechread. Do not be embarrassed to communicate by paper and pencil if necessary. Getting the message across is more important than the medium used.

Use pantomime, body language, and facial expression to help communicate. A lively speaker always is more interesting to watch.

Be courteous to the deaf person during conversation. If the telephone rings or someone knocks at the door, excuse yourself and tell the deaf person that you are answering the phone or responding to the knock. Do not ignore the deaf person and carry on a conversation with someone else while the deaf person waits.

Use open-ended questions which must be answered by more than "yes" or "no". Do not assume that deaf persons have understood your message if they nod their head in acknowledgment. Open-ended questions ensure that your information has been communicated.

IN WRITING

Always ask deaf people if they prefer written communication. Do not assume that this is the preferred method. When using writing as a form of communication with deaf people, take into consideration their English reading and writing skills. Their skills may depend on whether they were born deaf or became deaf later in life; what teaching method was used in their education; and which communication method they prefer.

Keep your message short and simple. Establish the subject area, avoid assumptions, and keep your sentences short and concise.

It's not necessary to write out every word. Short phrases or a few words often are sufficient to transfer the information.

Do not use yes or no questions. Open-ended questions ensure a response which allows you to see if your message was received correctly.

Face the deaf person after you have written your message. If you can see each other's facial expressions, communication will be easier and more accurate.

Use visual representations if you are explaining specific or technical vocabulary to a deaf person. Drawings, pictures, etc. help the person comprehend the information.

APPENDIX A

The Issues in Disability Scale

Instructions

The purpose of this study is to gather information from a wide range of people about disability-related issues. Some people will have had a great deal of contact with these issues; others will have had virtually no contact.

Please indicate, using the scale below, your opinion on each of the 55 statements that follow. Although some of these items may appear to be factual, there are really no "right" or "wrong" answers. We are simply looking for your opinion (i.e., whether you personally agree or disagree with each statement). Therefore, even though you can respond "don't know/no opinion," you should use this response only when you have no idea at all what your answer should be.

Please note: Your responses will be completely anonymous. We have no way of identifying whose responses we are reading.

Here is how you should rate the items.

Strongly Disagree	Disagree	Somewhat Disagree	Don't know No opinion	Somewhat Agree	Agree	Strongly Agree
1	2	3	4	5	6	7

If you feel that the statement is completely true, put a "7" in the blank before the statement.

If you feel that the statement is completely false, put a "1" in the blank before the statement.

All of the other numbers indicate partial agreement or partial disagreement with these statements. For example, if you consider a statement quite true (but not completely true), you should rate it "6." (A "2" means that it is quite false.) If you feel that it is somewhat true (but not neutral), you should rate it "5." (A "3" means that it is somewhat false.) Use a "4" only if you have absolutely no opinion on the statement or absolutely no idea whether it is factually true or false.

Please rate all the items. Also, please make a separate judgment for each item. Do not look back and forth through the statements or try to remember how you rated similar items before.

Strongly Disagree	Disagree	Somewhat Disagree	Don't know No opinion	Somewhat Agree	Agree	Strongly Agree
1	2	3	4	5	6	7

____ 1. Wheelchair users are usually self-conscious in the presence of nondisabled people.

____ 2. The majority of physically disabled adolescents should attend special schools which are specifically designed to meet their needs.

____ 3. Certain jobs should be set aside for blind persons so that they don't have to compete directly with sighted persons.

____ 4. Most married couples do not get divorced when one of them becomes disabled.

____ 5. Most disabled people do not need special attention.

____ 6. Teenage pregnancy is not as frequent in disabled adolescents since they are less likely than their nondisabled peers to engage in experimental sexual relations.

____ 7. Wheelchair users always welcome a push up a ramp or hill.

____ 8. Disabled children should not have to compete academically with nondisabled children.

____ 9. It is illegal in most states for people who have hereditary disabilities to be sterilized without their permission.

____ 10. Most people who have physical disabilities expect no more love and reassurance than anyone else.

____ 11. There is no clear distinction between being "disabled" and being "nondisabled."

____ 12. Physically disabled drivers should pay more for their automobile insurance than nondisabled drivers.

____ 13. It is more humane to allow a child with a severe disability to die at birth than for him/her to live as a severely disabled person.

____ 14. Efforts to place physically disabled people who have been institutionalized back in the community are really pressing them to do more than they are capable of doing.

____ 15. If a person with epilepsy becomes angry with people over little things, it should be overlooked because of his/her disability.

____ 16. Disabled people are generally easier to get along with than nondisabled people.

____ 17. Parents of disabled teenagers should be as strict as any other parents.

____ 18. A group home for physically disabled people will not lower property value.

Strongly Disagree	Disagree	Somewhat Disagree	Don't know No opinion	Somewhat Agree	Agree	Strongly Agree
1	2	3	4	5	6	7

____ 19. People with physical disabilities should be expected to meet the same vocational standards as other people.

____ 20. People with severe disabilities are no harder to get along with than those with minor disabilities.

____ 21. Sometimes people who use wheelchairs forget that they are disabled.

____ 22. One should avoid asking disabled people questions about their disabilities.

____ 23. Disabled people don't have enough influence in politics.

____ 24. Disabled people are no more emotional than other people.

____ 25. Most disabled people are not ashamed of their disabilities.

____ 26. All physically disabled children should be integrated into the regular school system.

____ 27. Wheelchair users frequently have bowel or bladder "accidents" (i.e., they can't get to the bathroom in time).

____ 28. Educational programs for physically disabled students are very expensive in relation to what the physically disabled child gains from them.

____ 29. You have to be especially careful what you say when you are with people who are physically disabled.

____ 30. Most wheelchair users tire more easily than their nondisabled peers.

____ 31. Many disabled people are bitter about the things that nondisabled people can do which they are incapable of doing.

____ 32. Disabled people are generally no more anxious or tense than nondisabled people.

____ 33. Having a physically disabled child is most often a matter of chance.

____ 34. Adequate housing for disabled people is neither too expensive nor too difficult to build.

____ 35. A person's physical disability affects him/her more than any other personal characteristic.

____ 36. Teachers should not expect students who have epilepsy to participate fully in physical education activities.

____ 37. Trained workers who use wheelchairs are no more likely to have accidents on the job than equally trained nondisabled workers.

Strongly Disagree	Disagree	Somewhat Disagree	Don't know No opinion	Somewhat Agree	Agree	Strongly Agree
1	2	3	4	5	6	7

____ 38. Since a physical disability interferes with certain activities, the disability is foremost in a disabled person's mind practically all the time.

____ 39. A physical disability changes a person's life completely and causes him/her to think differently about everything.

____ 40. Blind people tend to get a more accurate first impression of others than most people do.

____ 41. A man or woman with a physical disability is much more likely than a nondisabled person to have a child who will also have a disability.

____ 42. Disabled people need to have exceptional personalities in order to be successful.

____ 43. A disabled person might be better off if he/she chose nondisabled friends.

____ 44. For a severely disabled person, the kindness of others is more important than any educational program.

____ 45. Most people with physical disabilities do not expect special treatment from others.

____ 46. Disabled people are more accident prone than nondisabled people.

____ 47. Disabled people are often more passive than nondisabled people.

____ 48. Employers' attitudes are a greater handicap to a disabled person than lack of ability.

____ 49. Most blind people are self-sufficient and do not need assistance in their daily activities.

____ 50. A physically disabled high school student will probably feel inadequate in a regular classroom.

____ 51. Physically disabled drivers have more automobile accidents than nondisabled drivers.

____ 52. Disabled people should be expected to fit into our competitive society.

____ 53. More than anything else, disabled people wish that they didn't have their disabilities.

____ 54. It would be much easier for disabled people if they lived in residential units (e.g., apartment buildings) with other disabled people.

____ 55. It is logical for a woman who uses a wheelchair to consider having a baby.

A. Are you ____ male ____ female?

B. What is your age? ____

C. Are you ____ disabled ____ nondisabled?

THANK YOU FOR YOUR HELP WITH THIS SURVEY!

SYSTEMS AND PROCEDURES EXCHANGE CENTER

POSITION DESCRIPTIONS

QUEEN'S UNIVERSITY LIBRARIES
POSITION GUIDE

POSITION TITLE: Coordinator for Special Readers' Services
UNIT/LIBRARY: Information/Reference Unit, Douglas Library
INCUMBENT: General Librarian (#475)
DATE: 1 December 1990

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1. **SPECIFIC RESPONSIBILITIES**

The Coordinator for Special Readers' Services reports to the Coordinator of Library Services for Persons with Special Needs in the Information/Reference Unit. S/he is responsible for assessing the needs of persons with disabilities and ensuring the provision of required library services so that they can use library and class printed materials to best advantage, as follows:

a. Participates in the development of an ongoing library policy of service to persons with special needs and administers the policy.

b. Assists persons with special needs in accessing required information in required format.

c. Assists persons with special needs in interpreting Library materials.

d. Recruits, trains and coordinates volunteer readers and liaises between them and the clients.

e. Acts as liaison with the W. Ross Macdonald School to procure special materials.

f. Develops and maintains a general knowledge of relevant resources available elsewhere on campus which may be available for use by persons with special needs.

g. Develops and maintains good relations with the rest of the Library system and with the University community, particularly with those sectors of the latter concerned with persons with special needs.

h. Becomes thoroughly familiar with the policies and procedures of the Library system in general and searches for solutions when user needs require a more flexible approach.

i. Maintains an awareness of developments in computer-assisted services for persons with special needs.

An organization chart is appended.

2. **QUALIFICATIONS**

a. A sixth-year library science degree (M.L.S.) or equivalent from an accredited Library School.

b. A strong academic background (preferably at the Master's level) in one or more of the social sciences or humanities.

c. Good working knowledge of one or more modern European languages (especially French) highly desirable.

d. Sound knowledge and understanding of, and some experience in, an academic library reference department.

e. Commitment to direct user service.

f. Ability to work under pressure.

g. Ability to work harmoniously with users (students, faculty), colleagues and staff at all levels.

h. Ability to communicate effectively with users, colleagues and staff.

i. Familiarity with special needs, flexible approach in responding to them.

3. **DUTIES**

a. Assesses requirements of clients with special needs.

b. Provides required services.

1) Analyzes students' reading lists in relation to online public access catalogue (QLINE), to ascertain if the Library holds the material in question or where it can be obtained.

2) Oversees acquisition of locally held and needed material for user, through Interlibrary Loan where appropriate.

3) Provides photocopy and print enlargement services, either personally or through assigned casual assistants.

4) Following preparation of photocopies, assures that materials are returned to appropriate library and/or location.

c. Supervises volunteer reader service.

1) Recruits, trains and coordinates volunteer readers.

2) Provides on-going liaison between clients and volunteers.

3) Assures that all necessary supplies are on hand.

4) Processes the completed tapes.

d. Other duties:

1) Maintains current and accurate records of activities, clients, service usage, etc.

2) Orders braille and audio tape versions of textbooks.

3) Instructs and assists users on the use of the equipment in the Special Needs Room (photocopier, Kurzweil Personal Reader, microcomputer with synthesizer, printer and braille printer).

4) Scans material on the Kurzweil Personal Reader for users, when necessary.

5) Advises users of related materials and services available elsewhere on campus.

6) Keeps abreast of professional literature, new Library procedures and other developments in librarianship, particularly as they apply to library services for persons with special needs.

THE GENERAL LIBRARIES
THE UNIVERSITY OF TEXAS AT AUSTIN

P. O. Box P · Austin, Texas 78713-7330

Coordinator, Library Instruction Program

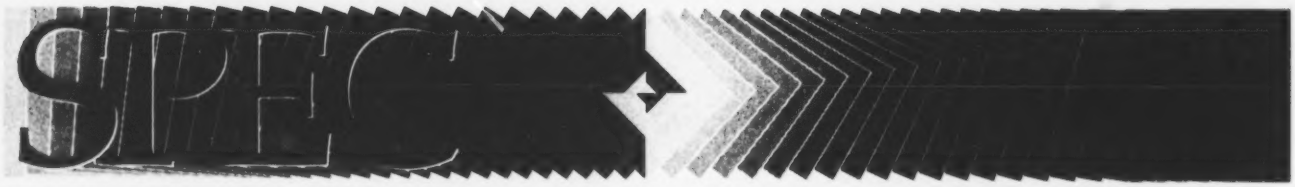
Responsibilities for the Library Instruction Program include:

Collect, compile, report and interpret statistical and othr information on library instruction activities in the General Libraries. Work with General Libraries staff to identify instructional goals, needs and opportunities; participate, when appropriate, in the development of instructional strategies and/or materials; facilitate instructional activities; maintain productive relationships with the Publications Coordinator, the Assistant for Computer-based Information Services, Facilities and Support Services, and other resource persons and units; work with allied University agencies such as the Center for Teaching Effectiveness and the Learning Skills Center; act as a resource for information about current library instruction activities, methodologies, and materials here and at other institutions; work toward the development and implementation of a coordinated, cohesive program of library instruction and act as advocate and spokesperson for the program on campus

Responsibilities for the Services for the Disabled Program include:

Maintain awareness of the needs of the disabled and take appropriate actions to identify and meet these needs; provide liaison with disabled students' groups, the Dean of Students Office, and othes concerned with disabled students' needs; keep up with technological advances that will improve the accessibility of library resources to the disabled; provide information to other General Libraries staff as needed.

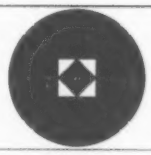
11/9/87



SYSTEMS AND PROCEDURES EXCHANGE CENTER

BUILDING EVACUATION PROCEDURES

ASSOCIATION OF RESEARCH LIBRARIES



OFFICE OF MANAGEMENT SERVICES

V. HANDICAPPED PATRONS

A. Patrons unable to enter the library via the stairs due to handicaps are to enter and exit the library via the elevator from Q Level to M Level. If you are alone at the guard's desk, inform Circulation and they will operate the elevator for the patron. Ask these patrons if they plan to be on any specific floor in order to make it easier to locate them in case of an emergency.

B. **In an emergency, you are to assist any handicapped patrons in exiting the library.** Since the elevators are not to be used in case of a fire and cannot be used in case of a power failure, you must obtain assistance from the Campus Police or the Baltimore Fire Department to remove physically handicapped patrons from the library. Visually handicapped students who do not have a reader with them you will assist by yourself.

VI. RULES FOR VISITORS AND GUESTS ENTERING THE M.S.E. LIBRARY

A. **A visitor** to the library is defined as a person who wishes to enter the library to look at the building and the collections who does not have a valid Hopkins I.D. Card. These persons are to sign in at the guards desk and are to be sent to the Admissions Desk to pick up a temporary pass if they are eligible for entry. This decision will be the responsibility of the Admissions or Circulation Desks.

B. **A guest** is a person entering the library as the guest of a person who has a Hopkins I.D. Card. There are two classes of guests:

1. Guest of Faculty or Administration: these guests will be signed in in the normal manner except that the I.D. Card of the sponsor will not be held at the guards desk. The guest will be asked to sign out when he or she leaves.
2. Guest of a Student: These guests will continue to being checked in as they are now with the sponsors I.D. Card being held at the Guard's Desk until the guest leaves.

V. RULES FOR EXAM PERIOD EXTENDED HOURS

In order to prepare the library for the special Reserve Room hours during exams, you will have to do several things before the libraries normal closing hours.

1. Be sure that you have the Guard's key ring available.
2. Have the extended shift guard watch the desk while you take both passenger elevators to A Level and place then in STOP.
3. Using your master key, lock the following doors:
   a. Southwest stairway at A Level.
   b. Main stairway a M Level

Assisting the Handicapped to Evacuate

-- In case of fire, elevators should **NOT** be used.

-- For other evacuations, the elevators will be used by a staff member appointed by the Safety Officer to pick up any handicapped person in the tower levels, basement, and on second and third floors who cannot get down the stairs.

-- The service elevator can be used as a back-up for the basement, second and third floors in case the public elevators are inaccessible for any reason. The tower levels would then be cleared of handicapped persons, if necessary, by the police, who are trained to carry people down stairs.

-- If all elevators are inaccessible, handicapped persons needing assistance in evacuation will be reported to the Safety Officer or a Circulation Supervisor, who will report them to the police for evacuation.

-- The handicapped should be escorted to the elevators or stairs, and it should be explained to them how they will be evacuated.

THE OHIO STATE UNIVERSITY
EMERGENCY EVACUATION PROCEDURES

The following information is provided to assist university personnel in reacting to emergency situations.

1. **Reporting of Emergencies and Alarms:**

   1.1 Emergency response for all fire, public safety and health emergencies will be initiated by calling **911.**

   1.2 All alarms sounding in a building are to be reported via **911** as soon as possible. Many buildings are not tied to any automatic, self-reporting alarm systems. **REMEMBER!!** **No Calls; No Response Force!**

2. **Building Evacuation:**

   2.1 Evacuation is identified by the sounding of the emergency evacuation bells. These bells sound continuously for several minutes and can therefore be easily distinguished from the class change bells.

   2.2 All university personnel are expected to promptly respond to the emergency evacuation alarm and to follow the emergency evacuation plan for the building in which they are located.

   2.3 Unless unusual conditions dictate otherwise, the best evacuation route is the nearest stairway out and then the nearest exit.

      2.3.1 Building code requirements result in **stairways being the safest locations in a building** in the event of a fire. Stairways are routinely checked for people needing assistance by the firefighters.

      2.3.2 **Personnel should not use elevators** as a means of evacuation. The high potential for electrical or mechanical malfunctions coupled with the increased risk of smoke inhalation has resulted in elevators being described as "death traps." Persons on elevators when the alarm bells sound are advised to exit at the first opportunity and evacuate via the nearest stairway.

      2.3.3 **Evacuees should not stop** immediately after exiting the building, **but proceed well away from the building** so as to be clear of the fire and also not impede the movements of firefighters and firefighting equipment.

   2.4 **Classroom instructors** are expected to interrupt class activity and advise students to evacuate the building. Students are obligated to follow emergency procedures in accordance with the Code of Student Rights and Responsibilities. Faculty are similarly obliged by provisions of the Ohio Revised Code as referenced in the University Operating Manual.

   2.5 **Disabled students** and personnel (eg., persons with physical, visual or hearing impairments, etc.) have the initial responsibility to request assistance. It is suggested that instructors determine, in advance, if any students require assistance during an emergency. If assistance is requested, the instructor should so advise the class without making any specific individual arrangements. Should the evacuation alarm sound, the instructor should request assistance to move students with physical disabilities to the nearest stairway. Other arrangements can include: assisting a blind or visually impaired person from the building, informing a deaf student that an alarm is sounding.

2.5.1 Unless specifically requested and considered advisable by those providing the assistance, **moving persons in wheelchairs down a stairway is not recommended.** One individual should remain with the disabled person, if this can be done without unreasonable personal risk. Others should evacuate the building and advise firefighters of the location of the persons remaining in the building so that the evacuation may be completed by the emergency personnel. **Elevators should not be used** to move persons with disabilities for the reasons outlined in 2.3.2.

2.6 **The building should not be reentered unless indicated safe by fire officials or University Police at the scene.**

3. **Tornado Warning**

3.1 Identified by the sounding of the emergency sirens for three minutes followed by seven minutes of silence, a tornado warning indicates a tornado has been sighted by ground observes or has appeared on radar within Franklin County.

3.2 All university personnel are expected to promptly respond to the sounding of the sirens and to take the following precautions:

3.3 In most university buildings the safest area is the basement. If a basement is not available, occupants should move to the central portion of the building on the lowest floor possible, away from outside walls and glass. Large, unsupported roof structures, as typically used in auditoriums and gymnasiums, should be avoided.

3.3.1 Personnel should anticipate the tornado warning will extend for a significant period of time, perhaps thirty minutes or longer. A battery-operated radio tuned to any local AM or FM station will provide current weather information.

3.3.2 Personnel should not leave shelter until a period of at least ten minutes has elapsed without the sounding of the sirens, or the local news media announce an "all clear."

3.4 Classroom instructors are expected to interrupt class activity and advise the students to move to the safest area available.

3.5 Persons with disabilities should be provided assistance, if requested, on the same basis as described in 3.5 for building evacuations.

3.5.1 The advisability of moving a disabled person from one floor to another as discussed in 2.5.1 applies equally to a tornado warning. It is recommended persons in wheelchairs be assisted to the safest area on the same floor. The decision to remain with a disabled person would be the option for any individual providing assistance.

3.5.2 Elevators should not be used to move disabled persons during a tornado warning as the potential for electrical and mechanical malfunctions is considered to be too high to warrant the risk.

II. Perform evacuation in an orderly, controlled manner.

A. Direct occupants to the nearest usable exit. DO NOT USE ELEVATORS.

B. Identify the handicapped or injured and see to their safety.

C. Turn off equipment if time permits.

D. Verify that evacuation is complete.

E. Close doors as each room is vacated in order to prevent draft. DO NOT LOCK DOORS.

F. Assign someone to see that no unauthorized people enter the library until it is declared all clear by Security.

III. Take safety and first aid precautions.

A. Follow instructions of emergency personnel regarding evacuation, holding, and re-entry.

B. Attempt to fight the fire only if it is small, the available equipment is equal to the task, and you know how to use it.

C. Attempt to perform first aid only if you know how and have the necessary equipment. Report injuries to the unit head or emergency personnel.

DETAILED LIBRARY EVACUATION PROCEDURES

I. Report the emergency. (Notify supervisor if present; if none is present assume responsibility and follow procedures below.)

A. Call Campus Security: PAX or Centrex 1234. (Do not call the fire department or city police directly. UT Security will immediately notify the Austin Fire Department, dispatch traffic controllers, and instruct UT Utilities Department to check building equipment.)

1. Report the situation, the location, and any other essential information.

2. Wait for the switchboard operator to end the conversation before you hang up.

3. Assign someone to wait for emergency personnel and direct them to the scene.

a. Inform emergency personnel of location of nearest fire hydrant and siamese conditions. (Siamese connections are the inlet pipes near ground level on the outside of a building. They are used to connect an emergency water supply for fire fighting).

b. Nearest fire hydrant is located <u>at the NE corner of the Academic Center; at the NE corner of Battle Hall</u>.

c. Siamese connection(s) is (are) located <u>at the center of the north wall of the ACA & next to west entrance of Main Bldg</u>.

B. Inform library occupants of the nature of the emergency.

Possible congestion resulting from other occupants of the building should be taken into consideration. Additional doors or exits are located as follows: None on 1st floor. On floors 2 and 3, near the NW corner of floor.

DO NOT USE ELEVATORS. Occupants of elevators could be trapped between floors in the event of a power failure. There is also the possibility that elevators are likely to be drawn to a burning floor.
REMAIN IN THE HOLDING AREA UNTIL DISMISSED. A holding area is generally located some distance from the library in order to provide a place of safety away from the emergency and also to keep individuals from interfering with the work of emergency personnel. Library personnel must remain in the holding area until the library administration authorizes them to leave or until Security declares it safe to return to the building.

B. Identify the handicapped or injured and see to their safety.

If it is not possible to carry wheelchair-confined or otherwise handicapped or injured persons out of the building, take these individuals to a safe holding place, preferably in a stairwell after ambulatory persons have evacuated. Try to assign a person to stay with them and another to watch for emergency personnel. Emergency personnel first on the scene should be directed to them and should also be informed of any others who are trapped or who may need assistance in leaving the building.

C. Turn off equipment if time permits.

Equipment should be turned off both to prevent damage to it and also as a safety measure. Electrical equipment, for example, may catch on fire or otherwise create additional hazards.

D. Verify that evacuation is complete.

1. Systematically check each room, including all work areas, restrooms, closets, etc. to make sure all persons have evacuated the library. Individuals using any area not normally open to the public must be informed of the emergency and evacuated. A careful check is essential since there may be unconscious individuals who are unable to make their presence known.

2. Once the library occupants have reached the holding area, the staff member in charge should ascertain that all staff members on duty are out of the building and accounted for.

E. Close doors as each room is vacated in order to prevent draft.

DO NOT LOCK DOORS.

F. Assign someone to see that no unauthorized people enter the building until it is declared all clear by Security.

SYSTEMS AND PROCEDURES EXCHANGE CENTER

LIBRARY BROCHURES AND HANDOUTS

ASSOCIATION OF RESEARCH LIBRARIES OFFICE OF MANAGEMENT SERVICES

INFORMATION ON LIBRARY SERVICES FOR PATRONS WITH DISABILITIES

GENERAL LIBRARY - UNIVERSITY OF CALIFORNIA, DAVIS

****

The Library is committed to providing access to its materials and services for disabled users equivalent to access available to other users. Because of the vast array of disabilities, patrons must initiate contact with the Library to request special arrangements necessary to accommodate a unique situation. The Library wants to establish a positive environment in which an individual's needs can be acknowledged and accommodated, while maintaining the right to confidentiality.

****

CONTACT DEPARTMENTS

Questions or comments are welcome at all public service desks during library hours.

752-6561	Information Desk	752-2251	Inter-Library Loan
752-6196	Biology/Agriculture	752-1203	Loan Desk-Shields Library
752-1624	Government Documents	752-0594	Orders/Receiving
752-1214	Health Sciences Library	752-0459	Physical Sciences Library
752-1126	Humanities/Social Sciences	752-2760	Reserves-Shields Library

TDD (telephone device for deaf and hearing impaired persons) Please use these numbers for general information and library services:

Shields Library: 752-1523

Physical Sciences Library: 752-2170
Health Sciences Library: 752-2144

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SPECIAL EQUIPMENT AT THE LIBRARY

Kurzweil Reading Machine	Audio/Visual Room, Reserves, Shields
Visual tek reading aids	Room 470C Shields
Varispeech 4 track cassette player with variable/speed and speed compression	Room 470C Shields
Apollo Portareader	PSL Library
Voice Index Oral Dictionary	Room 470C Shields

The Disability Resource Center has other equipment and resources which may be useful in Library work.

Contact the Disability Resource Center if you would like more information on using any of this equipment. They are located in 101 Silo.

TDD ----- 752-6889 or Voice ----- 752-3184

****

WE ARE LOOKING FOR WAYS AND IDEAS TO HELP IMPROVE ACCESS TO THE SERVICES AND MATERIALS WITHIN THE LIBRARY. IF YOU HAVE ANY SUGGESTIONS, PLEASE LET US KNOW!

GENERAL LIBRARY SERVICES

Remember, if you have a need which is not being met, please talk with a contact person (see other side).

GENERAL

* paging books or periodicals from the stacks and shelf areas

* assistance with the use of card catalogs, reserve course card files, microfiche readers, MELVYL system terminals, or literature indexes

* calling another unit to see of a book is available, or to ask a reference question

* providing group or individual instruction and/or orientation upon request

* help filling out reserve charge cards, copying call numbers from the library catalog or writing a limited number of citations from a book or periodical

COURSE RESERVES

* modifying rules concerning course reserve materials depending upon circumstance

* help filling out reserve charge cards, copying call numbers from the reserve catalog

* help in making arrangements for extensive photocopying of reserve material when it is necessary or useful in copy materials at the user's expense

PHOTOCOPYING

* help in photocopying materials, or assistance with making arrangements with the Shields Copy Service when it is necessary to copy a large number of pages at the user's expense

* enlarging copiers are available in the Library Copy Service

PROXY CARDS

* providing proxy cards, or modifying lending rules as necessary depending on the user's disability-related circumstances. Apply at the Shields Library Loan Desk, or phone 752-1203

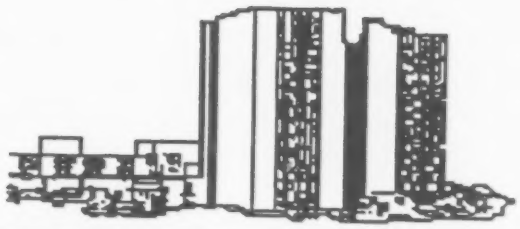
GLIDE

* a library user may request that materials from any general library unit be sent to the library unit most convenient for the borrower

$$ MONEY $$

* special funds are available to qualifying UCD students through the Disability Resource Center to help defray costs associated with research, including: readers, help to copy citations, etc. Call Services to Handicapped Students at 752-3184, TDD at 752-6889 for more information.

Information about **emergency and closing procedures** is available from each circulation desk.



Guide for the Disabled

WELCOME:

The administration and staff of the Kent State University Libraries endeavor to make the Libraries' facilities and collections accessible to all members of the Kent community. It is hoped this guide will provide information for those students with disabilities as to the services available.

ENTRANCE:

The wide double doors at the main library entrance accommodate wheel chairs. To activate the power-operated double doors, press the switch located near the doors.

ELEVATORS:

All the floors of this open-stack library are accessible by the elevators at the south end of the lobby. Elevator control panesl are at wheelchair level and have braille indicators.

RESERVES:

Reserve materials are shelved at the Circulation-Reserve desk in the lobby. present your ID when you request reserve books.

REFERENCE CENTER:

Reference librarians staff the Reference Center most of the hours the library is open and are available to provide assistance in locating information, including using catalyst or Reference materials. Usually during the morning hours there are fewer demands on the staff's time, and more assistance can be given. Librarians on duty at the Reference desk are unable to undertake extensive note-taking for students. Copying machines are available.

PAGING MATERIALS:

If a student needs to have books brought down to the first floor, the circulation staff will be asked to help. Morning hours are less busy, and assistance can usually be provided more quickly then.

CAMPUS COURTESY PHONES:

Phones at the three-foot level are located on the first through eleventh floors. On the first and third floors, the courtesy phone is next to the pay phones. On all other floors, they are across from the elevators.

SPECIAL MATERIALS:

A Merriam-Webster dictionary for large rint users is located in the Reference center with the call number Ref. PE 1625.M4 1977.

The music library receives the braille edition of the periodical Musical Mainstream.

SPECIAL EQUIPMENT:

Opaque projectors in Audiovisual Services enlarge printed materials.

Audiovisual Services also has recording equipment that can be used.

Photocopiers will make enlarged copies.

An IBM electric braille typewriter and a braille writer are located in room 818k. Ask for a key to this room in the reserves office, room 180.

DRINKING FOUNTAINS:

On the first two floors, fountains are located near the back stairways. On the third floor, there is a fountain in the Audiovisual Services lobby and one in the Library Science shelf area. On floors 4-11, they are located across from the elevators.

REST ROOMS:

All rest rooms have been modified to accommodate individuals in wheel chairs.

EMERGENCY CLOSINGS:

If the fire alarm sounds, do not use elevators. Use the yellow courtesy phones to notify Circulation desk (x.7905) or Reference desk (x. 3150) of your location. Staff will come to get you, wait by the stairs.

When a tornado watch is in effect (weather conditions are such that a tornado could occur) all patrons with disabilities will be asked to come to the first floor. When there is a tornado warning (tornado has been sighted) everyone will be asked to go to the basement, by stairways if possible, reserving the elevators for patrons with disabilities.

JAM/ck rev. 9/90

Library Services for Students with Disabilities

New York University
Elmer Holmes Bobst Library

Information Bulletin 15

Library Policy

The goal of New York University Libraries is to provide equal access to information for all students, staff and faculty. For those with disabilities, the Libraries can make provisions to facilitate all research activities.

Center for Students with Disabilities

The staff of the Henry and Lucy Moses Center for Students with Disabilities (CSD) provide a wide range of services. Each student's needs are assessed prior to enrolling at the University, and the resulting written accommodation plan may include such library services as access to adaptive equipment, assistance in retrieving materials from the stacks, having library materials photocopied (see section on Library Assistant, below), etc. It should be noted that most such services are available only to students registered with the Center for Students with Disabilities:

Address: Loeb Student Center, Rm. 701
Phone: 998-4980 (voice, TTY)

Physical Access to Bobst

Bobst Library was designed as a physically accessible facility. The main floor has level entry through wide (double) doors. All levels of the building, except the mezzanine, are accessible by public elevators; the mezzanine level is accessible by staff elevators, located behind the circulation desk.

1. Access to Levels A and B - two elevators closest to the circulation desk.
2. Wheelchair accessible telephones - Level B, north.
3. Wheelchair accessible restrooms - Levels A and B, north; also 12th floor.
4. Wheelchair accessible BobCat terminal - Main floor, public catalog area.

Library Assistant

The Library Assistant's desk is located on the main level of Bobst, in the room adjacent to the main reference room. The library assistant will:

1. Assist students in the use of printed materials.
2. Retrieve materials from the stacks, for pick-up at reference desk.
3. Photocopy materials that are on reserve or on microfilm.
4. Assist in obtaining materials through interlibrary loan.

Students must be registered with CSD in order to receive services from the library assistant.

Special Facilities and Equipment

Room 637 of Bobst, the disabled Students' Resource Room, is available for visually impaired students and their readers. Students currently registered with CSD must show their N.Y.U. ID at the Access Desk for the Key to 637. Graduate-level students may request an individual study carrel from the dean of their school. The following equipment is available in 637:

VISUALTEK PRINT ENLARGERS (2): Closed-circuit TV technology magnifies printed material.

OPTASCOPE PRINT ENLARGERS (2): Opaque projection aid which magnifies print.

LEXICON VARI-SPEED TAPE RECORDER/PLAYER: Variable speed tape recorder/player.

KURZWEIL READING MACHINE is available on the main level of Bobst. Students interested in learning how to use the Kurzweil should inquire at the 1st floor Reference Desk (998-2500) or contact CSD (998-4980).

Additional equipment, including adaptive computer facilities with both synthetic speech and print enlargement, is available at CSD.

Readers

A roster of trained students is maintained in CSD. Call 998-4980 for specific referrals. Some students prefer to use readers who are not NYU students; in most cases, library access cards can be issued to these readers. Contact CSD for more information.

Services for Hearing-Impaired Students

1. A hard-copy TTY (telecommunications device using teletype-writers to send and receive messages) is located at the north end of the A-Level in one of the pay phone carrels.
2. **Bobst Security:** hearing-impaired students can request a security device at the entrance to the Library; in the event of an emergency, this device emits a pulsating signal which alerts the student to leave the building.

Important Phone Numbers

Henry and Lucy Moses Center (CSD)	998-4980
Library Assistant (Bobst, main floor)	998-2508
Main Reference Desk (Bobst)	998-2500
Catalog Information	998-2505
Library Copy Center (A Level, Bobst)	998-2547
SECURITY (BOBST)	**998-1313**

SERVICES FOR PATRONS WITH DISABILITIES

University of Pennsylvania Libraries

It is the mission of the University of Pennsylvania Libraries to provide equal access to information to all Penn students, faculty and staff. The Libraries have made provisions to assist patrons with disabilities in accessing, retrieving and using library materials.

Access to Van Pelt Library

The barrier-free entrance to Van Pelt Library is through the Rosengarten Reserve Room entrance on the ground floor of the Library. This entrance faces the Blanche P. Levy Park. It is usually locked, but patrons can alert staff by using either the call button on the right hand side of the door, or the push-plate at the door.

Access to Departmental Libraries

All departmental libraries are barrier-free. Information on the best access path to each library is available by calling individual libraries directly. The information sheet *Departmental Libraries* lists all libraries and phone numbers. Arrangements can be made to pick up Departmental Library books from Van Pelt. Please contact Hilda Pring or Emily Batista at 898-7094 or 898-7557 for this service.

Use of Van Pelt Library

Patrons with disabilities are encouraged to bring a person with them to help in using the catalogs and in retrieving materials from the stacks. However, if this is not possible, staff in the Reference and Circulation Departments will arrange for assistance. Please note that telephone reference is available. Reference staff will look up 5-10 items in the catalogs upon request.

If extensive assistance is required, advance arrangements should be made:

- To arrange for help in using the catalogs please call Nancy Huntington or Jane Bryan in Reference at 898-7555
- For help in retrieving books and periodicals from the stacks please contact Hilda Pring or Emily Batista at the Circulation Desk or call 898-7094 or 898-7557.

PennLIN Terminals

Wheelchair accessible online catalog terminals are located in the Rosengarten Reserve Room on the ground floor, and on the first floor, opposite the Circulation Desk. Table height terminals are located on the first floor, in the Microforms area on the second floor and in the third floor east elevator lobby.

A table height Book Location Terminal for circulation information is also located in the third floor east elevator lobby and in Rosengarten Reserve.

Carrels

Carrels are study desks located on the three stack floors. Carrel holders may charge books to a carrel for an academic year. These easily accessible carrels are available to graduate and undergraduate students with disabilities. Students should contact Hilda Pring or Emily Batista at the Circulation Desk to arrange for a suitable carrel.

Fines

All patrons are responsible for returning library materials on time. However, the Circulation Department may waive or reduce fines if students with disabilities have difficulty returning material. Students should contact Hilda Pring or Emily Batista about problems concerning overdue books.

Rooms for Readers

Two rooms are available in Van Pelt Library for use by students with disabilities and for their readers. These rooms may be scheduled in advance by calling Hilda Pring at 898-7094.

Orientation

Reference Department staff are pleased to conduct orientation sessions as needed. Requests should be made to Nancy Huntington at 898-7555.

Photocopying

Patrons are encouraged to bring a person with them to help with photocopying. If this is not possible, patrons with disabilities should contact Ancil George or Paul Farber in Rosengarten Reserve at 898-7561.

Microforms/Current Periodicals & Newspapers

Staff are available in both Microforms (898-5445) and in Current Periodicals & Newspapers (898-8211) to assist patrons with disabilities in using materials and equipment.

Rosengarten Reserve Reading Room

Staff are available to assist patrons with disabilities in using the Reserve catalog and in retrieving materials which are on reserve.

Kurzweil Reading Machine

This machine reads ordinary printed and typed material aloud. For training and/or use of the equipment, contact Ancil George or Paul Farber at 898-7561.

Rest Rooms

Wheelchair accessible rest rooms are located in the ground floor east elevator lobby, outside the Rosengarten Reserve Room, and in the third floor west elevator lobby.

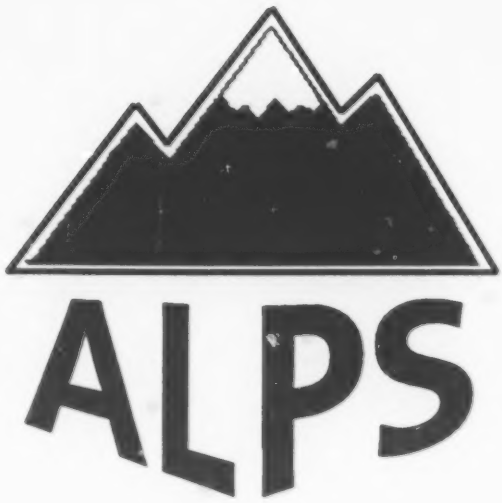
Campus Phones

Wheelchair accessible campus phones are located in the ground floor east elevator lobby, outside the Rosengarten Reserve Room, and in the first floor west elevator lobby.

Public Phones

Wheelchair accessible public phones are located in the west elevator lobbies on the first, third, fourth and fifth floors.

The University Libraries urge patrons with disabilities to contact Van Pelt staff members listed here, or Departmental Librarians, to discuss specific needs and concerns. The Libraries work closely with the Office of Affirmative Action; patrons may also wish to bring library-related issues to this office.



Welcome to **ALPS**, Purdue University's Adaptive Learning Programs; our facility is located in the Independent Study Center in the lower level of the John W. Hicks Undergraduate Library. The program is sponsored by the Purdue Libraries and the Office of the Dean of Students. Funding is provided in part by a Perkins Grant.

What is ALPS or Adaptive Learning Programs?

ALPS or Adaptive Learning Programs allows disabled students to be trained to use special equipment to enhance their learning.

What students can use the facility?

Before students can use the facility they must be interviewed and evaluated by personnel in the Dean of Students Office. The Perkins Grant Funding specifies that the facility be designed for disabled students enrolled in vocational and technical education programs in the schools of Technology, Agriculture, Consumer and Family Science and Veterinary Technology.

How can qualifying students benefit from this program?

1 Visually impaired students are able to transform their classroom materials, the libraries' catalogs and campus computer resources into speech or large print formats. They are also able to use any of the computer software packages, including word processing and spreadsheets, in the speech or large print mode.

2 Learning disabled students are able to use word processing and mathematical software to compensate for specific skill deficits. Spell checkers and spreadsheets allow these students to complete their coursework efficiently and accurately.

3 Mobility impaired students are able to conveniently access these computers unlike other labs on the Purdue campus. Software is available to accommodate limited hand mobility, too.

What equipment is available?

Two IBM compatibles and 3 Macintosh computers each with twenty-one-inch large print monitors and voice synthesis option highlight the program's equipment. Both IBM and Macintosh systems are able to access any of the mainframe computers on the Purdue campus. One of the IBMs is linked to a Kurzweil reader which can operate as a text scanning device. Likewise, one of the Macintosh computers is linked to an AppleScanner, another scanning device. Thus, not only can documentation be typed into these computers, but materials can be scanned in as well.

Each computer is equipped to handle students' basic software need for spreadsheets, word processing, and data bases. IBM software includes Microsoft Word for PC, Word Perfect, Lotus and Excel . Macintosh software includes Microsoft Word for Macintosh, Excel, and File Maker.

Besides the computing equipment, the facility has one VisualTek print enlarger, several four-track tape players and a Kurzweil reader. The VisualTek is used by visually impaired students to enhance and enlarge printed materials. The four-track recorders are used to listen to taped texts and other recorded materials. The Kurzweil reader can electronically read written materials such as books or magazines.

Is training available?

Yes, the ALPS trainer will train students to use any of our software and equipment. Students can schedule instruction Monday through Friday from 9 a.m. to 8 p.m.

University of Tennessee

UTK Library Guide to Services

#113 Library Services for Persons with Disabilities

This guide is designed to alert persons with disabilities to services, building access considerations, and available adaptive equipment which will facilitate their use of the University of Tennessee Libraries.

JOHN C. HODGES LIBRARY

Completed in 1987, the Hodges Library reflects building standards which accommodate the needs of the disabled. Wheelchair-accessible rest rooms and water fountains are available on all floors. A public telephone at wheelchair height is located in the 24-hour study area on the second floor. Elevator controls are labeled for use by the visually impaired.

ACCESS FOR THE MOBILITY IMPAIRED

Two entrances are accessible for the mobility impaired. The east entrance located at the corner of Volunteer Boulevard and Melrose Avenue opens onto the ground floor. Enter using the automatic doors and pass through the gate on the far left. An elevator immediately to your left will take you to the first floor. Follow the hall into the galleria. Elevators going to all other floors are located in the large marble hallway adjacent to the galleria.

The west or Melrose Avenue entrance located on the Melrose Hall side of the Hodges Library opens onto the second floor. Automatic doors are available. Once inside use the gate immediately on the left to enter. Elevators are down the hall and on your left.

One handicapped parking space is available in Lot 12 across the street from the west or Melrose Avenue entrance to the Library.

SERVICES

Retrieving Materials From the Stacks

If you need assistance obtaining materials from stack floors three through six, go to the Circulation Department located at the Melrose entrance on the second floor. The Circulation staff will retrieve the items for you. Every effort will be made to accommodate your request as quickly as possible. However, staffing shortages and peak use times may create delays.

Staff in Reference, Current Periodicals, and Reserve will assist users in retrieving materials located in their respective departments.

Photocopying Materials

Reference and Information Services staff will provide assistance in photocopying materials in both the Reference and Duplication departments. Copies can be made in Current Periodicals and Reserve with photocopying assistance provided by personnel in those departments as staffing allows. Staff in Documents/Microforms will assist in making copies of microfilm and microfiche.

Group Study Rooms

Located in Audiovisual Services on the second floor are three group study rooms reserved for disabled persons. Of course, any available group study room in the Library may be used.

Carrels Adapted for Wheelchairs

Carrels designed to accommodate wheelchairs are available on each floor of the Library. Inquire at Reference for locations.

ADAPTIVE EQUIPMENT

Audiovisual Services provides listening and viewing stations for nonprint materials. The following adaptive equipment, including a Braille dictionary, is located in Audiovisual Services on the second floor (telephone 974-4473):

— **Visualtek** machine which enlarges print for easier reading

— **Kurzweil Personal Reader** which scans print and reads aloud through voice synthesis. Use of the Kurzweil is by appointment only. Lana Dixon is the contact person for training and use. She can be reached at 974-6797.

— **Audiocassette players**

Located in the Reference Department is a **TDD** or telecommunication device for the deaf. Hearing impaired persons may telephone the Library with reference questions by dialing 974-4180.

GEORGE F. DEVINE LIBRARY
(Music Library)

The George F. Devine Library is located in the east wing, on the third floor of the Music Building.

ACCESS FOR THE MOBILITY IMPAIRED

The Music Building has two lobbies at ground level which provide entrance to the building. Each lobby has glass doors both front and back. Use the lobby closest to the Art and Architecture side of the building. Once inside the glass doors enter the double doors marked East Wing, and an elevator will be on the right.

The Music Library houses a substantial collection in relatively small quarters. Mobility impaired persons should approach the entrance gate and make their presence known to the staff at the Circulation desk immediately across from the gate. Staff will either move the entrance gate or show you how to enter through the exit gate. It is important to let the Music Library staff know if you plan to use the collection regularly so that the most convenient method of entrance can be worked out. Except for the stack aisles, there is room to maneuver a wheelchair to listening carrels, the photocopier, the Circulation desk, and the Reference room.

One parking space designated for the disabled is at the back of the building.

SERVICES

The Music Library staff will provide additional services such as retrieving materials from the stacks or from Reference shelves and assisting with photocopying. Provisions will be made for exceptions to circulation policies when necessary, such as taking materials to adaptive equipment housed elsewhere.

EQUIPMENT

- **Audiocassette players**
- **Compact disc players**
- **Photocopier**
- **Online catalog terminal at seated level**

JAMES D. HOSKINS LIBRARY

The James D. Hoskins Library houses Special Collections, the Map Library, and a Preservation Collection.

ACCESS FOR THE MOBILITY IMPAIRED

On the White Avenue side of Hoskins Library is a ramped entrance accessible for mobility impaired persons. A set of glass doors marks this entry. Once inside the building, turn right at the first opportunity and continue until you arrive at the elevator. The elevator will take you to Special Collections on the second floor or the Map Library on the basement level. Ask for Preservation Collection materials at Special Collections.

If you wish to ensure easy entrance call Special Collections (974-4480) and arrange for a staff member to meet you.

SERVICES

Items in Special Collections and the Preservation Collection are retrieved by the staff for all users.

The staff will assist in photocopying materials.

EQUIPMENT

- **Photocopier**
- **Online catalog terminal at seated level**

100

LAW LIBRARY

The Law Library is located in the George C. Taylor Law Center.

ACCESS FOR THE MOBILITY IMPAIRED

The Law Library is accessible for the mobility impaired. It is necessary, however, to call first (974-4381). A staff member will meet you, point out the ramps, and instruct you in the best ways to maneuver through the building. Use of the elevator is essential and an elevator key is required. If you will be a frequent user of the Law Library, application for an elevator key should be made at the Office of Handicapped Student Services.

Handicapped parking is available in Lot 12 between Taylor Law Center and the Panhellenic Building. Two ramps are on the 15th Street side—one for the Legal Clinic and one for the loading dock. An additional ramp is on the White Avenue side.

Wheelchair accessible rest rooms are on the fourth floor of the Law Library.

SERVICES

For assistance in retrieving or photocopying materials go to the Reference/Reading Room on the second floor.

EQUIPMENT AND MATERIALS IN SPECIAL FORMATS

- **Photocopiers**
- **Microfiche and microfilm reader printers**
- **A Braille collection of selective treatises and legal monographs (general legal classics)**

WEBSTER PENDERGRASS LIBRARY
(Agriculture-Veterinary Medicine Library)

The Webster Pendergrass Library is located on the Agriculture Campus in the Veterinary Teaching Hospital. The Ag-Vet Med Library, as it is generally known, is housed on the first floor and occupies one level.

ACCESS FOR THE MOBILITY IMPAIRED

Two handicapped parking spaces are in front of the Library. Directly across from these parking spaces is a sloped access to the sidewalk. Once on the sidewalk, proceed to the right and enter the doorway beside the sign which says, "Pendergrass Agriculture-Veterinary Medicine Library."

Upon entering the Library, the gate marked entrance is too narrow for mobility impaired persons. The staff will show you how to use the exit gate to enter.

SERVICES

The staff will retrieve materials from the stacks and assist in photocopying. Special checkout privileges may be negotiated.

A group viewing room will be made available to disabled users by appointment.

EQUIPMENT

— **Audiocassette players**
— **Slide-tape projectors**
— **Photocopiers** (one has enlargement capability)
— **Online catalog terminal at seated level**

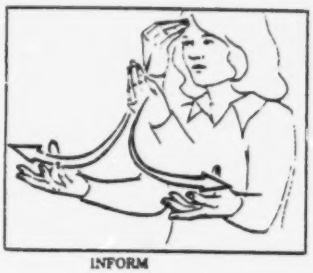
University of Tennessee, Knoxville
Lana Dixon, LPS No. 113, Rev. 8/90

LIBRARY SERVICES FOR DISABLED USERS

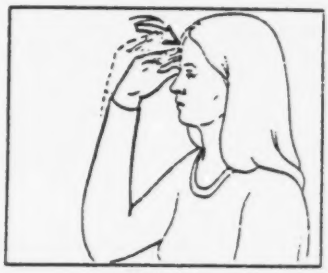
UNIVERSITY OF VIRGINIA

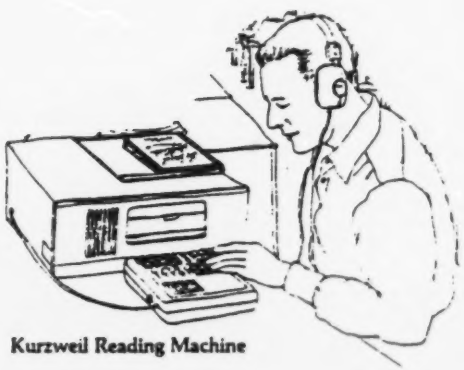
The University Library provides a variety of services and equipment in support of the research needs of disabled individuals.

Equipment
(Primarily for the use of visually impaired)
- Kurzweil Reading Machine & Talking Calculator (see Highlight below)
- Visualtek Readers
- Magnified Microfilm/Fiche Readers
- Tape Recorder/Player
- Talking Computer (IBM-PC with voice and braille output)


INFORM

Services
- Sign Language Instruction Manuals and Dictionaries
- Interlibrary Loan
  - to obtain material from other libraries (including loans of braille books and records)
- Reserved seating for wheelchair bound
- Computer Searching Services
- Handicapped Services Coordinator (924-4993)
  - to provide Kurzweil training
  - to assist disabled users in library research needs
  - to assist in physical use of the Libraries
  - to make appropriate referrals


KNOW


Kurzweil Reading Machine

Highlight: Kurzweil Reading Machine And Talking Calculator
- A synthesized voice programmed to read aloud from printed text placed on an optical scanning device.
- With different software the KRM becomes a talking calculator capable of higher mathematical functions.
- Primarily intended for visually impaired but also proves useful in correcting certain learning disabilities.
- Training (6-8 hours) required for use.
- Available to Charlottesville/ Albemarle Community.

For Disabled Users

ACCESS TO LIBRARIES

Scott Library is accessed from Central Square through the Reserve Section facilitated by the use of electric door openers. Elevator keys are available from the office area of the Reserve Section. This allows access to the upper four floors of Scott Library. Staff are available to assist either in gaining access to the elevator only or in reaching another floor. Washrooms equipped for wheelchairs are located on the first floor.

Frost Library is available by ramp using the west side door. An outside buzzer signals the staff that assistance is needed. The elevator does not require a key.

Steacie Science Library is easily accessed. The key to the washrooms may be borrowed from the Circulation Desk.

Government Documents/Administrative Studies Library, Room 113 of the Administrative Studies Building, may be accessed by the north entrance to the building. Persons using the west entrance from the parking lot may use the ramp at the loading dock.

The Law Library is accessed by a key to the west door overlooking the parking lot. Students requiring the key are asked to contact Monica Perot in the Law Library (736-2100 Ext. 33590).

FACILITIES AND ADAPTIVE EQUIPMENT

Three rooms adjacent to the Reserve Section of the Scott Library are set up for the use of disabled users. Rooms 100C, 103 and 104 house two workstations with screen enlargement software (Vista), voice synthesizer (Vert Plus), and WordPerfect; two Kurzweil reading machines; two Vantage CCTV devices for reading microfiche and printed materials; four 4-track tape recorders; and an electric typewriter. There is also a Meva hand-held scanner available. The keys to these rooms are kept in the Reserve Section. Individuals should schedule equipment use with Danny Spitale and his staff at Scott Reserves (736-5613).

It is necessary to be properly trained on some of this equipment before coming to the library to use it. Training sessions on the software and machines are available through the Office for Students with Disabilities. Contact the O.S.D. at 101 BSB, 736-5140.

In addition, a telephone device for the deaf (T.D.D.), terminals to access Yorkline, as well as a photocopier are available in the Reserve Section for the use of disabled students.

The Sound Recordings Library on the fourth floor is equipped with recordings and taping facilities which may be of use. The staff is available for assistance in locating material and in operating machines.

TRANSCRIPTION SERVICES

Visually impaired students and those with learning disabilities who are unable to read conventional print are eligible for a free service which provides for taping of required books and articles. Requests for materials to be transcribed to tape, braille and large print are forwarded to the W. Ross MacDonald School and the Periodical Audio Library. As the process may take up to four months, it is crucial that requests for transcription services be submitted as early as possible. All requests should be forwarded to Danny Spitale at Scott Reserves, 736-5613.

OTHER LIBRARY SERVICES

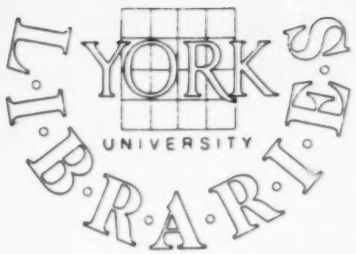
Staff in Scott Reserves are available to assist users. Also available are microfiche copies of the Canadian union catalogue of library materials for the handicapped published by the National Library of Canada.

The following circulation services are also facilitated through Scott Reserves: retrieval from all York University Libraries; charging, renewal and discharging of library materials; placing holds; photocopying; registration of sessional validation cards; and the receipt of fines. Arrangements can be made to allow for longer loan periods.

In addition to the facilities and assistance available at Reserves, there is a wheelchair-accessible computer workstation in the Reference Department of each of our five libraries with screen enlargement software for access to Yorkline.

The Libraries are best able to help disabled users if the specific needs of the individual user are known to the staff. Students are encouraged to contact Linda Hansen, Coordinator of Library Services to the Disabled (736-5181), who can provide a detailed description of the services available, and make contact with other library staff to provide students with the information about the services or to arrange for any assistance required to enable each student to make effective use of the Libraries.

September 1990



YORK UNIVERSITY LIBRARIES
SPECIAL ASSISTANCE FOR
PERSONS WITH DISABILITIES
HOURS WINTER 1991

Scott Library, Reserves Department

Monday	9:00 a.m. - 4:00 p.m., 7:00 p.m. - 10:00 p.m.
Tuesday	9:00 a.m. - 2:00 p.m., 5:00 p.m. - 9:00 p.m.
Wednesday	9:00 a.m. -11:00 a.m., 2:00 p.m. - 7:00 p.m.
Thursday	9:00 a.m. - 1:00 p.m., 3:00 p.m. - 7:00 p.m.
Friday	2:00 p.m. - 9:00 p.m.

Other times by appointment.

Scott Library, Reference Department

Monday - Friday	12:00 noon - 3:00 p.m.

Frost Library, Reference Department

Monday	12:30 p.m. - 2:00 p.m.
Tuesday	12:30 p.m. - 4:30 p.m.
Thursday	11:00 a.m. - 4:30 p.m.
Friday	12:30 p.m. - 4:30 p.m.

Government Documents/Administrative Studies Library, Reference Department

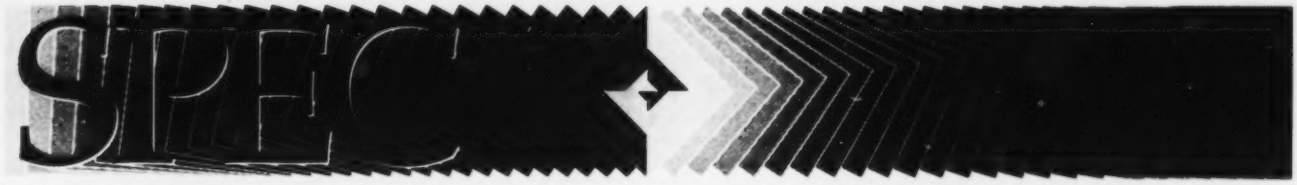
Monday, Wednesday - Friday	2:00 p.m. - 5:00 p.m.

Law Library, Reference Department

Monday & Tuesday	3:00 p.m. - 5:00 p.m.
Wednesday	12:00 noon - 3:00 p.m.
Thursday	11:00 a.m. - 2:00 p.m.
Friday	12:00 noon - 5:00 p.m.

Steacie Science Library, Reference Department

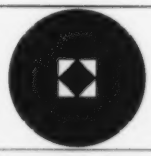
Monday	1:00 p.m. - 4:00 p.m.
Tuesday	11:00 a.m. - 2:00 p.m.
Wednesday	1:00 p.m. - 4:00 p.m.
Thursday	2:00 p.m. - 5:00 p.m.
Friday	1:00 p.m. - 4:00 p.m.



SYSTEMS AND PROCEDURES EXCHANGE CENTER

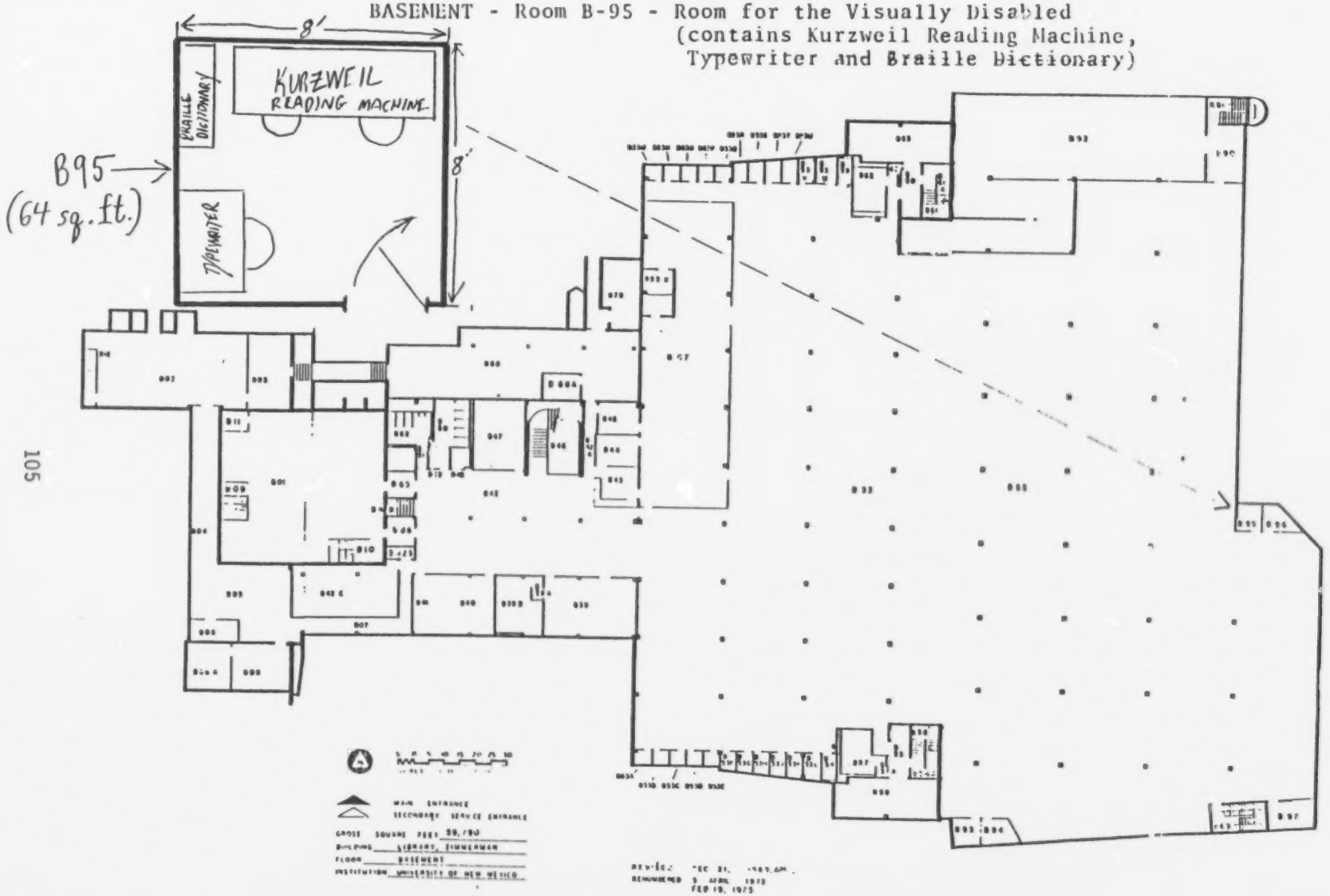
FLOOR PLANS AND EQUIPMENT

ASSOCIATION OF RESEARCH LIBRARIES

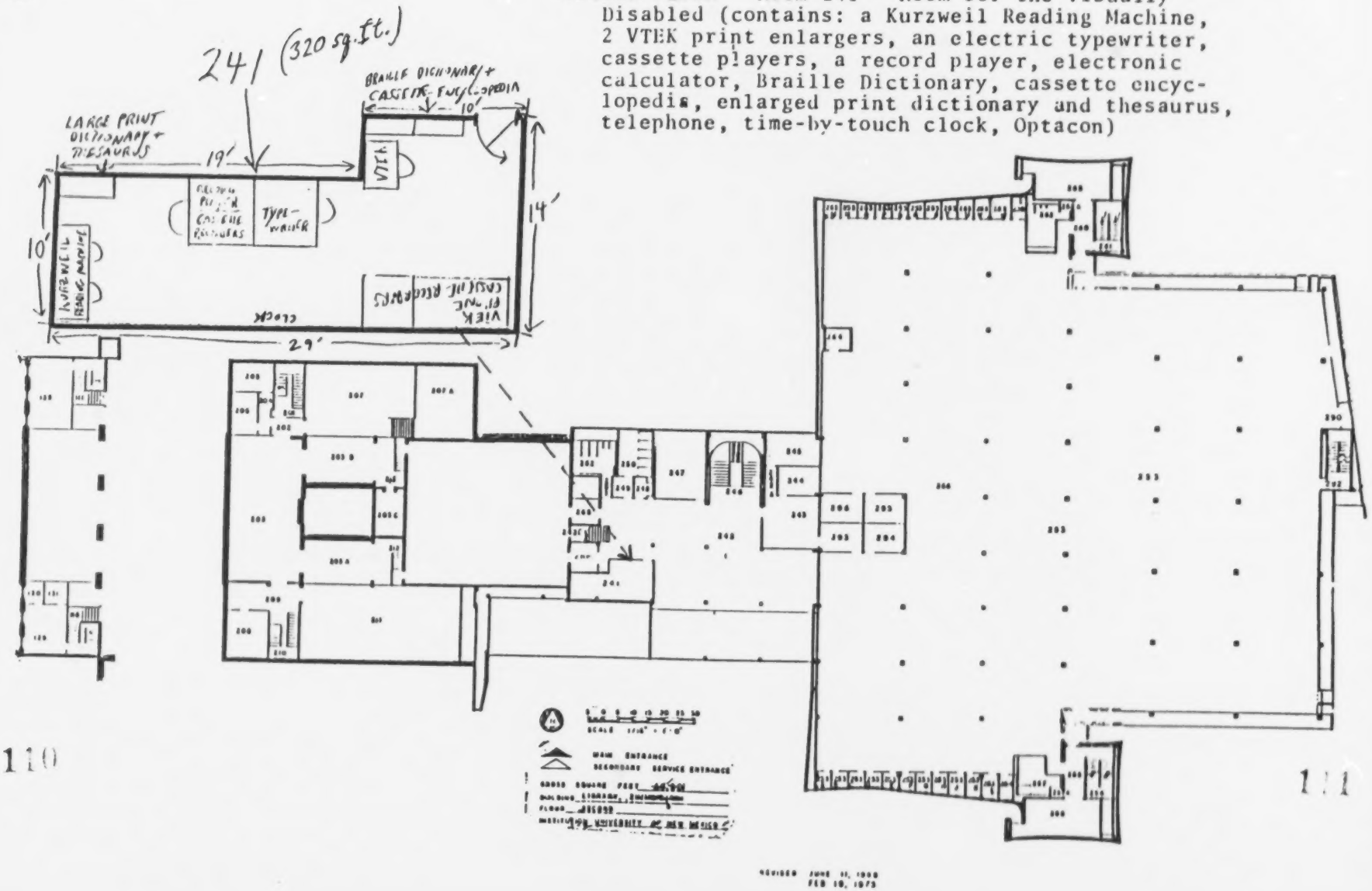


OFFICE OF MANAGEMENT SERVICES

BASEMENT - Room B-95 - Room for the Visually Disabled
(contains Kurzweil Reading Machine,
Typewriter and Braille Dictionary)



SECOND FLOOR - Room 241 - Room for the Visually Disabled (contains: a Kurzweil Reading Machine, 2 VTEK print enlargers, an electric typewriter, cassette players, a record player, electronic calculator, Braille Dictionary, cassette encyclopedia, enlarged print dictionary and thesaurus, telephone, time-by-touch clock, Optacon)



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Adaptive Equipment for Students with Disabilities in the General Libraries

Braille printer
For IBM PC clone output.
Flawn Academic Center, room 310

Braille recorder (Elinfa-paperless)
Portable device made up of twelve moveable Braille characters which allows reading and writing of Braille, recording of sound, and the use of Braille-sound alternatively on the same cassette tape.
Perry-Castañeda Library Circulation Desk

Brailler (Perkins)
Portable Braille typewriter.
Perry-Castañeda Library Circulation Desk
Flawn Academic Center, rooms 324, 325

Calculator (Speech Plus)
Talking calculator with 24-word vocabulary, custom-programmed shortcut steps with an automatic constant and independent memory to save time by reducing number of keystrokes needed to solve problems.
Perry-Castañeda Library, 3.332, 4.432, 5.532, and Circulation Desk

Cassette Recorder (GE/American Printing House for the Blind)
Has 2- and/or 4-track variable-speed playback, indexing capability, and headphones. It can be used with Library of Congress cassettes.
Perry-Castañeda Library, rooms 3.332 and 5.532
Flawn Academic Center, room 325

Dictionary (large print)
Dictionary in large print for easier reading for low-vision readers.
Flawn Academic Center, room 300

IBM PC clone with **Vista** (large print display) and **Vert** (voice output) connected via cables to Kurzweil and dot matrix and Braille printers. Connected via modem to UTCAT, the Online Catalog and U-Search for online databases.
Flawn Academic Center, room 310

Kurzweil Reading Machine
A system for converting printed material into spoken English.
Flawn Academic Center, room 310

Opaque projector
Projects enlarged images of printed material.
Flawn Academic Center, Audio-Visual Library

OPTACON (OPtical-to-TActile CONverter)
Enables a student with sufficient training to read regular print by converting the image of a printed letter into a vibrating tactile form that can be felt with one finger.
Perry-Castañeda Library Circulation Desk

Reel-to-reel recorder (Sony 105)
Primarily for long recordings and playback.
Perry-Castañeda Library, room 3.332

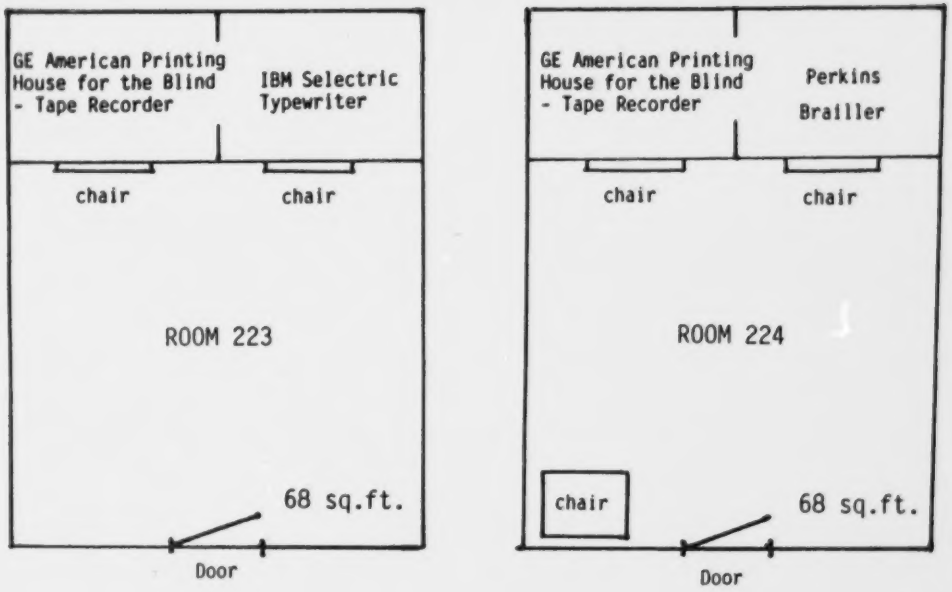
TV Reading System (Pelco)
Magnifies any type of printed material (books, magazines, etc.) for use by low-vision readers.
Flawn Academic Center, room 324

Vantage
CCTV print enlarger.
Flawn Academic Center, room 310

Varispeech Recorder (Lexicon)
Provides high-speed playback from 300-500 word per minute with minimal distortion. Additional switch makes it possible to play Library of Congress 4-track cassettes for talking books for the blind. Also has recording capabilities. (Students must bring their own microphone if they wish to record.)
Perry-Castañeda Library, room 4.432 and Circulation Desk

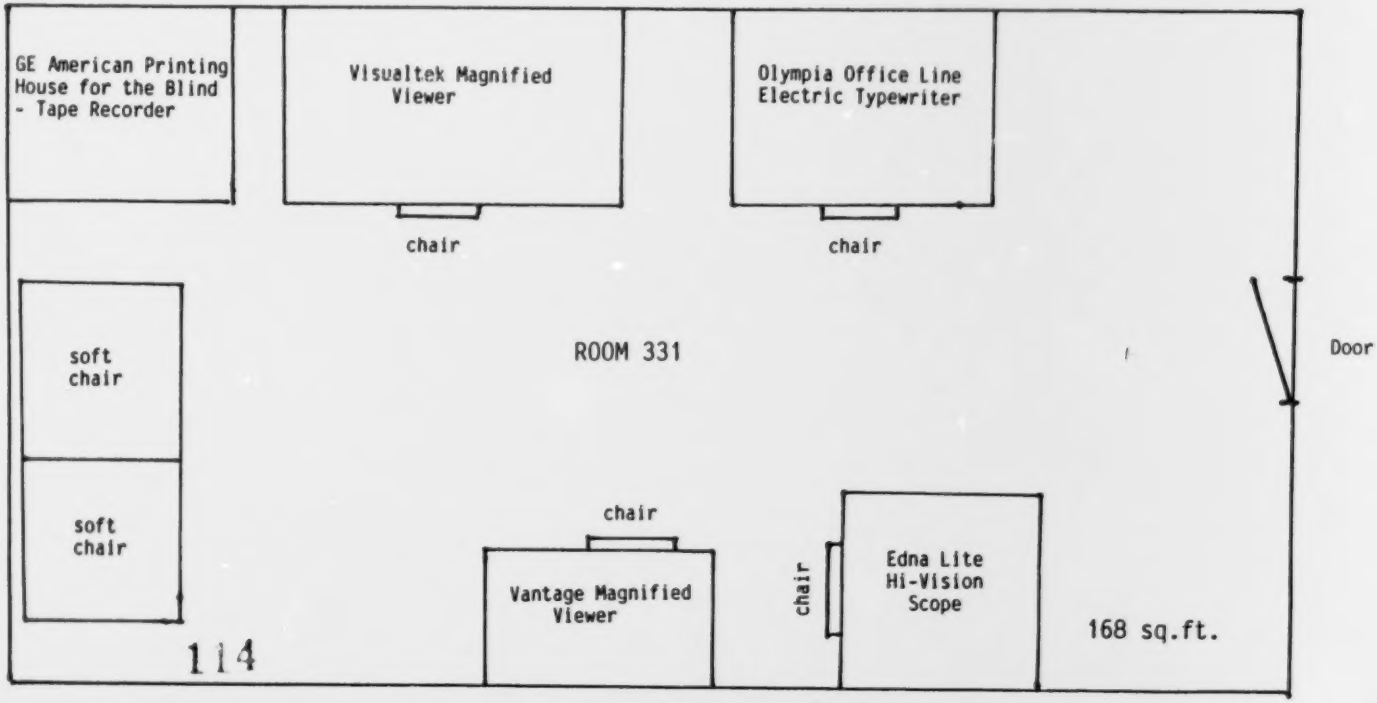
Versabraille II (computer) (2)
Braille computer
Flawn Academic Center, rooms 310, 325

revised 1991



DISABLED STUDENT STUDY ROOMS

ODEGAARD UNDERGRADUATE LIBRARY



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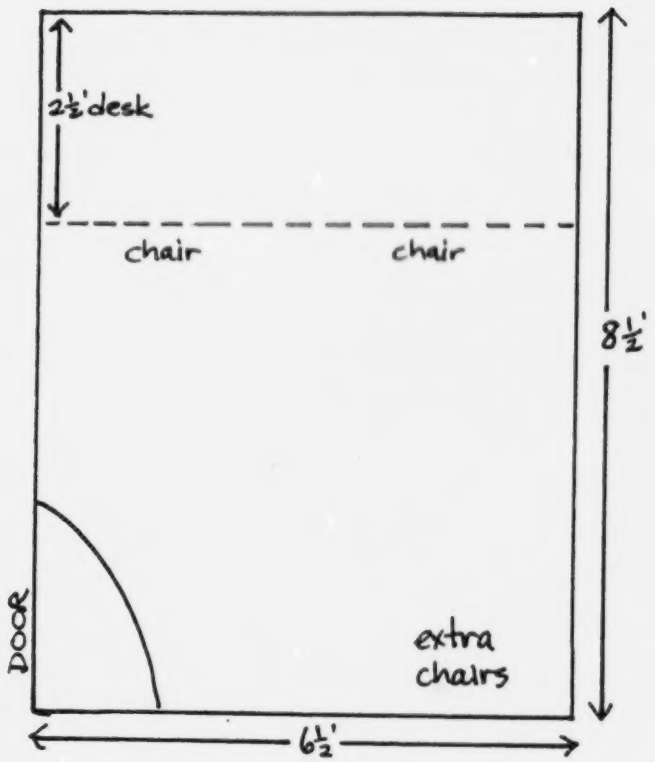
University of Washington

QUESTION #16



The four Suzzallo disabled study rooms have this floor plan. The equipment distributed among the four rooms includes:

-4 high-speed tape recorders

-2 Perkins Braillers

-1 Phonograph

-Braille dictionary

-Braille Math & Science Guides

-Large Type edition of 20,000 Words

-Large Print Webster's Dictionary

Odegaard Undergraduate Library

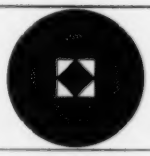
Room 224
  General Electric American Printing House for the Blind Tape Recorder
  Perkins Brailler
MERRIAM-WEBSTER DICTIONARY FOR LARGE PRINT USERS
BRAILLE ATLAS OF THE WORLD Vols. 1 & 2

Room 223
  General Electric American Printing House for the Blind Tape Recorder
  IBM Selectric Typewriter
MERRIAM-WEBSTER THESAURUS FOR LARGE PRINT USERS
MERRIAM-WEBSTER DICTIONARY FOR LARGE PRINT USERS

Room 331
  General Electric American Printing House for the Blind Tape Recorder and Headphones
  Olympia Office Line Electric Typewriter
  Visual Tek Magnified Viewer
  Vantage Magnified Viewer
  Edna Lite Hi-Vision Scope
MERRIAM-WEBSTER DICTIONARY FOR LARGE PRINT USERS
NEMETH CODE OF BRAILLE MATHEMATICS AND SCIENTIFIC NOTATION Vols. 1 - 4
AMERICAN VEST POCKET DICTIONARY Vols. 1 -7

SYSTEMS AND PROCEDURES EXCHANGE CENTER

PROCEDURES FOR USE OF STUDY AREAS

ASSOCIATION OF RESEARCH LIBRARIES  OFFICE OF MANAGEMENT SERVICES

Disabled Students Study Area
Procedures

Physically-disabled students are referred to the Library Coordinator for Disabled Student Services from Student Services and learning disabled students from the Counseling Center. Most of the students have been blind, visually impaired, or learning disabled.

Students are assigned the use of a room for the school year. Students should return their keys at the end of the year or when they no longer need the room. When a study room is assigned, give the student a list of the regulations concerning the use of the rooms. This list is also posted on the bulletin board in the study suite. The study rooms should be checked weekly, either by the library coordinator or the reference department student assistants. Notify students of any violations of the regulations.

A list of students using the rooms should be kept in the Reference Department notebook and a copy given to the Circulation Department. Students on the list may be let into the rooms in the event that one has misplaced his/her key. A master key is kept at the Reference Desk and there is a second master kept at Circulation.

Through the Government Documents depository, Talking Book Topics, Cassette Books, and other publications come to the Reference Department. These are either posted on the bulletin board or kept in the equipment room. We also receive publications of the Washington Ear.

If a student loses keys to the rooms, new keys may be issued to the student. Consult with the Head of Reference and the Administrative Assistant to determine the need for lock changes. No fee is charged to the student.

Room 206C houses the Kurzweil reading machine. It also houses the Braille printer and Ransley interface which were supplied by Student Services. Extra keys are available for this room for students needing to use this equipment.

Room 206J is the storage area. Various equipment is stored in this room:

- 2 Perkins braillers
- 1 Reel-to-reel tape recorder
- 1 Record player
- 1 IBM Braille typewriter
- 1 Washington Ear radio receiver
- 4 Sharp talking calculator/clocks

All equipment--braillers, taperecorders, etc.--should be used in the study rooms and not taken out of the library.

3/91

Study Rooms for Disabled Students

Regulations

1. Students should keep the door to room 206 and to the individual study rooms locked at all times for their protection and the protection of personal belongings and library materials and equipment.

2. The use of library materials in study rooms: Uncharged books and bound journals may be used in the rooms on a daily basis without charging them out, but they must be returned either to the Circulation desk or to a shelving area at the end of each day. Unbound periodicals, Reference books, newspapers, or other non-circulating material may be used in the rooms but may not be retained in them. Circulating books which you wish to keep for more than one day must be charged out at the Circulation Desk.

3. When you leave the study room for the day, please make sure the lights are turned off and the doors are locked.

4. No food or drink is allowed within the library.

5. Smoking is not permitted.

6. Coffee pots, electric heaters, hot plates, etc., are prohibited by the university.

7. Room assignment: Two students may be assigned to each room. Students share rooms according to a mutually agreed upon schedule.

8. The Kurzweil machine and a braille printer are kept in 206C. If you wish to use this equipment, ask at the Reference Desk for the coordinator for disabled student services.

9. Room 206J contains a collection of braille books, used audiocassettes, a reel-to-reel tape recorder, braillers and other material. Ask at the Reference Desk for the coordinator for disabled student services.

10. There is an emergency phone located near the entrance between rooms 206H and 206J. The telephone number for HELP is 7-HELP (7-4357), the Reference Dept. is 7-7452, the Circulation Dept. is 7-7607. Security cameras have been installed in the hallways of room 206.

Distrib.
10/27/87.

Study Rooms for Persons with Disabilities

0.0 Contents

1.0 Scope of policy
2.0 Purpose of Policy
3.0 Eligibility
4.0 Priority for the Use of the Study Rooms for Persons with Disabilities
5.0 Restrictions on the Use of the Study Rooms for Persons with Disabilities
6.0 Keys
7.0 Violations

1.0 Scope of Policy

This policy refers to the use of the three study rooms located on fourth floor east of the Ellis Library and reserved for the use of library patrons with disabilities.

2.0 Purpose

The purpose of this policy is to make these special facilities available on a equitable basis.

3.0 Eligibility

Persons with disabilities who are patrons of the University of Missouri Columbia Libraries are eligible to use the study rooms.

4.0 Priority for the use of the Study Rooms for Persons with Disabilities

a. Students taking examinations scheduled to be in the Study Rooms by the Access Office have first priority for the use of the study rooms and facilities.

b. Students with disabilities using the rooms to do work related to classes they are taking at the University of Missouri Columbia have second priority.

c. Students, staff and faculty of the University who have disabilities and who are using the space for library research.

d. Persons with disabilities who are not enrolled in classes nor employed by the University may use the rooms if the use is clearly related to their use of the Library. For example, a disabled community member

could use the room with a reader to gain access to a non-circulating journal. The reader and the person with a disability could use the room while the reader is reading the journal article to the person with a disability. These persons have fourth priority.

e. Fifth priority will be given to uses of the space for any purpose which is accepted in any other public area of the Libraries, but not included in the categories above.

5.0 Restrictions on the use of the Studies for Persons with Disabilities

a. The rooms should not be used by individuals who do not have a disability that effects their ability to access the resources of the UMC Libraries.

b. In no case should any part of the space provided be regarded as private space. The rooms should not function as informal graduate carrels or faculty offices.

c. No room within the study space should be locked at any time. The outer door should be locked at all times.

d. All rules of the Libraries apply in the study rooms. For example, patrons are not allowed to bring food or drink into the Library and smoking is not permitted.

e. The Library reserves the right to limit use of the study rooms so as to ensure access to them on the part of individuals with disabilities.

6.0 Keys

a. Keys will be available for each room. The keys will open the outer door.

b. Keys should be returned as soon as the patron vacates the space. They should never be taken out of the building nor should they be carried around the building. If a patron is not immediately using a study room the key should be turned in so that another patron may use the space.

c. Keys will be signed out at the Southwest security gate. Patrons should be prepared to show the guard at the gate identification to prove eligibility to use the study rooms. A list of students registered as Disabled Students will be provided by the Access Office each semester.

d. Guards and other library staff will assist patrons with disabilities in gaining access to the disabled studies, the building and the collections in every way reasonable and possible.

7.0 Violations

Repeated violation of the policies governing use of the Study Rooms for Persons with Disabilities will result in the loss of access to the rooms and may result in suspension of all library privileges.

Approved by Library Council: October 23, 1987

SYSTEMS AND PROCEDURES EXCHANGE CENTER

CAMPUS GUIDES

ASSOCIATION OF RESEARCH LIBRARIES OFFICE OF MANAGEMENT SERVICES

THE UNIVERSITY OF MANITOBA
STUDENT AFFAIRS

DISABLED STUDENT SERVICES INFORMATION

519 University Centre
Winnipeg, Manitoba
CANADA R3T 2N2

(204) 474-6213 voice
(204) 474-9790 TDD
FAX: (204) 275-2589
Toll-free in Manitoba: 1-800-432-1960 (ext 6213)

APPENDIX A 9
UNIVERSITY OF MANITOBA LIBRARIES 9
Public Service Guidelines for Library Users with Physical Disabilities 9
1. Readers' Assistance 9
2. Literature Searches 9
3. Photocopying Services 9
4. Circulating, Non-Circulating Material and Reserve Books 10
5. Library Instruction and Orientation 10
6. Collection Development 10

APPENDIX A

UNIVERSITY OF MANITOBA LIBRARIES

Public Service Guidelines for Library Users with Physical Disabilities

The purpose of these guidelines is to assist students, staff and members of the general public who have a physical disability to obtain access to the libraries' facilities, services and collections.

Since all libraries have reduced staffing on weekends and evenings, disabled library users are requested to schedule library visits during regular library hours, 9:00 a.m - 4:30 p.m. To avoid unnecessary trips to the library, disabled users are advised to phone in advance.

The following services can be arranged by contacting the public service or reference information in the library most likely to hold the material the disabled library user requires.

1. Readers' Assistance
   - 1.1 Public service staff will assist disabled library patrons in using the public catalogues, e.g. by reading catalogue entries and writing down call numbers.
   - 1.2 Public service staff will retrieve material from the stacks for patrons whose disabilities include limited mobility, confinement to a wheel chair or visual impairment.
   - 1.3 Public service staff at any University of Manitoba library will have material from other University of Manitoba Libraries brought by campus mail to the library a disabled person habitually uses.
   - 1.4 Disabled students whose disability makes regular visits to the University of Manitoba campus difficult may use the mail service of the Correspondence/Off-Campus Library Service. To qualify for this service, they should identify themselves to the Student Affairs: Office of Special Programs in 519 University Centre.

2. Literature Searches

Public service librarians will assist those library users whose disability makes it difficult for them to consult periodical indexes or bibliographies, by compiling a bibliography or reading list on a particular topic. Depending on the needs of the patron, librarians may suggest one or both of the following:

- 2.1 Librarians will compile a short bibliography of material on a particular topic.
- 2.2 Where a more extensive bibliography is needed and appropriate data bases exist, a computer search may be performed at no charge to the disabled library user for the first $60.00 of any search. The user will be advised of any additional costs which he/she must absorb.

3. Photocopying Services

In any of the University of Manitoba Libraries, staff at the Circulation desk will assist disabled users with the operation of the public coin-operated photocopying machines. Library staff will photocopy material from the stacks for disabled patrons whose disability makes it difficult for them to use the public photocopiers. Library staff will not copy anything that will contravene copyright laws and regulations.

4. Circulating, Non-Circulating Material and Reserve Books

If a library user's disability makes it impossible to read material on library premises or to use the coin-operated photocopiers the following alternatives are available:

4.1 Printed material may be copied by library staff at no charge to the disabled library user. If photocopying exceeds fifty (50) exposures at any one time, the charge for exposures thereafter is identical to that of the coin-operated machines -- at present five cents per exposure.

4.2 Microform material may be copied by library staff at no charge to the disabled library user. If photocopying exceeds twelve (12) exposures at any one time, the charge for exposures thereafter is identical to that of the coin-operated machines -- at present twenty cents per exposure.

4.3 Reference materials and current periodicals which normally do not circulate may be loaned to the disabled user for a limited time. The head of the library or his/her representative, a public service librarian or a supervisor, will decide if a "library use only" item may be loaned and arrange a mutually agreed upon due date. This decision to loan non-circulating material will be based on the significance of the material and how heavily used it is.

4.4 The loan period for reserve materials too lengthy to photocopy may be extended to a period mutually agreed upon by the disabled user and a circulation supervisor. If this period is exceeded the usual fine will be imposed.

5. Library Instruction and Orientation

Public service librarians will provide instruction to disabled library users, individually or in groups, in the use of the or in how to do library research in a particular subject. Public service librarians will instruct a disabled library user's reader, research assistant or transcriber in the most efficient use of the library.

6. Collection Development

At present the University of Manitoba Libraries do not collect materials in special formats for the disabled. The Elizabeth Dafoe Library, however, owns a copy of The American Pocket Dictionary in braille.

/Effective October 14, 1985 AT

From ACCESS: a Guidebook for Disabled Persons. 1985
[Published by Disabled Student Services, University of Washington]

SUZZALLO, GRADUATE LIBRARY 10-L

Office Room M171 3-1760

Departments: (Floor) Library, Grad. School of Library and Information Science (1), Copy Center (4).

Parking: Central Plaza Garage, "A" Level, via Kane Hall, to Plaza, or northwest of Miller Hall, or N-22.

Entrance: North side, to Plaza level, with an automatic door at entrance.

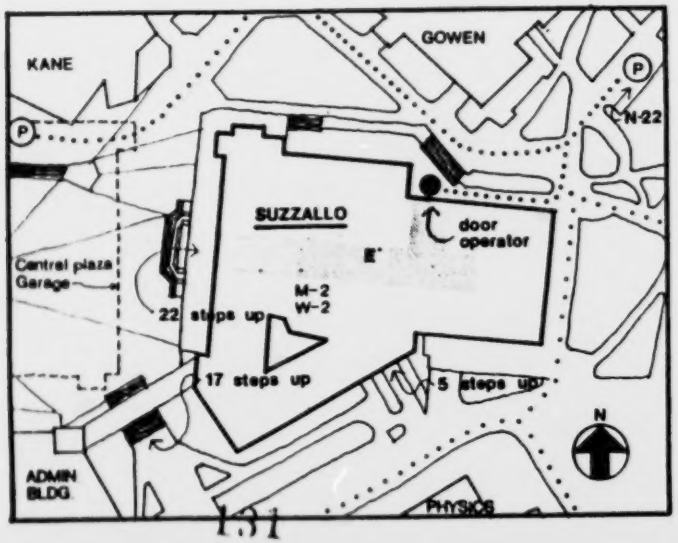
Elevators: Off main lobby.

Restrooms: A type, men's and women's on Second Floor. 275 (M) & 228 (W). D type restrooms on other floors.

Telephones: In most offices.

Comments: Upon request, library staff will assist persons who are disabled to use the library and obtain library materials.

Study rooms for disabled students on the 4th floor. Have manual typewriters, cassette players and some Braille and Large Print reference materials. Keys issued for day or quarte (See Odegaard Undergraduate Library, Social Work Library for additional facilities.)



ODEGAARD UNDERGRADUATE LIBRARY 9-K

Office and check out counter, east entrance 3-1947

Departments: Undergraduate Library (First), Cafeteria (Ground), Copy Center (First).

Parking: Central Plaza Garage is located directly below this building, with parking level "A" the most accessible level to park on. There is an electric door operator at the entrance to the library from the garage, and elevators.

Entrance: Garage - see above.
At grade - east side of library, southwest corner. Assisted by door operator into First Floor of Library.
Another door opens into elevator lobby with access to cafeteria and garage on lower floors.
Library west side serves Media Center, (2), (3).
East side serves (2), (3).

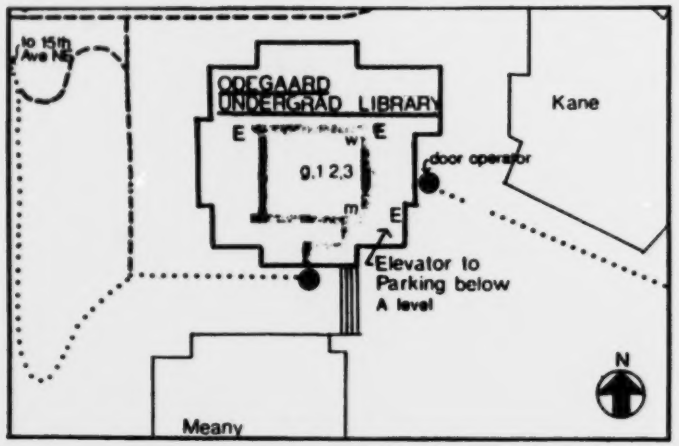
Elevators: Southeast corner - serves First, Ground and Garage upper levels A,C, D. Library elevators serve First, Second and Third Floors of Library.

*Restrooms: A type men's and women's on Ground, First, Second and Third Floors, with some difficulty with door access.

Telephone: Cafeteria Level. Library Lobbe, Plaza A level.

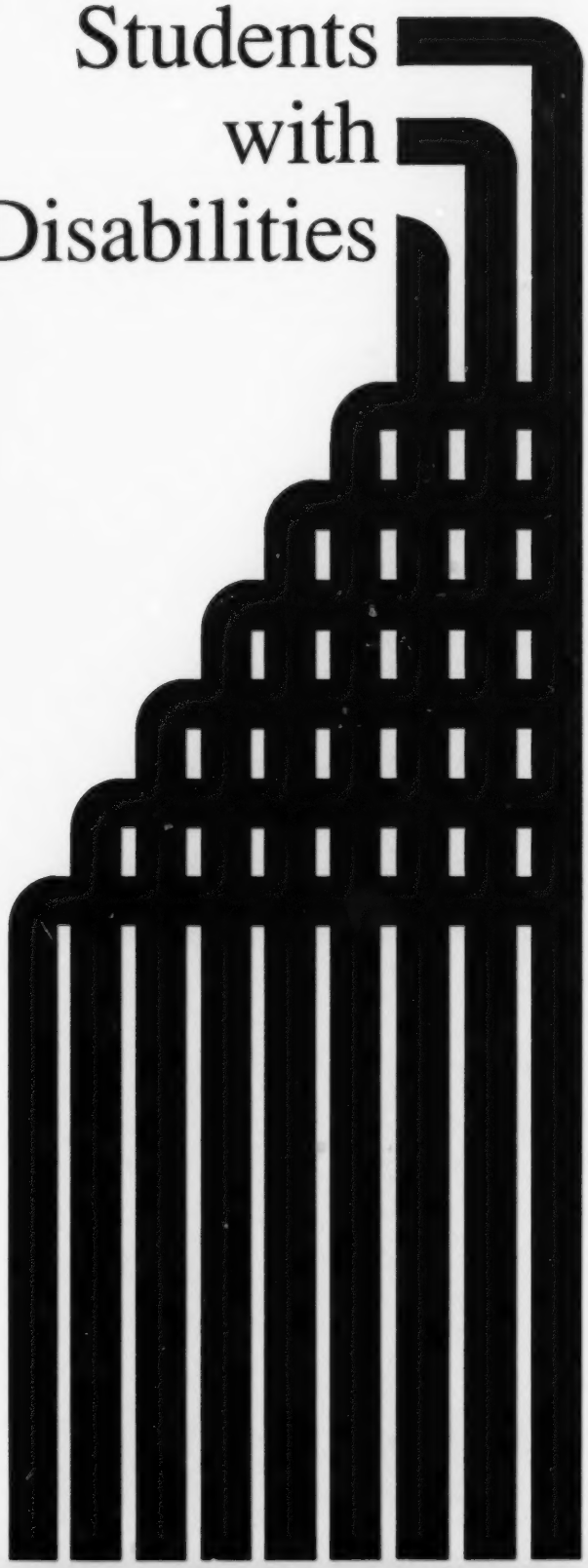
Comments: (Food Service) Upon request, library staff will assist persons who are disabled to use the library and to obtain library materials. Study rooms for disabled students on 2nd Floor have braillewriters and some Large Print refference materials, typewriters and tape recorders. Study room on 3rd floor has the same equipment plus, Visual Tek. Keys issued for day or quarter. Media Center has braille campus maps, talking book catalogs, variable speed cassette machine, carrels that accommodate wheelchairs, etc. See Suzzallo Library and Social Work Library for additional facilities.

Coronary Route: South entrance to Ground Floor. Elevator to First Floor, one-story lift.



University of Waterloo

Students with Disabilities



Student Accessibility Guidelines and Information Handbook

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Library Services

Please note: Detailed guidelines available in hand-out form in the Co-ordinator's office.

Orientation
Orientation to the resources and services are arranged for students with disabilities by the Co-ordinator of Services for Disabled Persons. It is recommended that orientation to the library be arranged in the first term.

Reference Assistance
Reference assistance will be provided within 24 hours Monday to Friday. See guidelines as to whom to contact. In response to a subject query, the contact person will (1) do a catalogue search and prepare a list of appropriate subject headings with sample titles; and (2) propose appropriate indexes and abstracts, suggest appropriate index terms and give sample articles. The objective of the work done by the contact person is to direct students to appropriate sources so that they can assess and select their own materials.

If a student requires physical assistance, e.g. reading, turning pages, retrieving books etc., volunteer assistance can be arranged through the office of the Co-ordinator.

Book Delivery
User Services staff will send library material via inter-office mail to any address on campus. Telephone User Services (Circulation) Dana Porter Library, ext. 2283, Davis Centre Library ext. 2458.

Assistance with Retrieval of Material
When presented with a list of titles with accompanying call numbers, User Services staff will search and retrieve these materials within 24 hours. The list should not contain more than 25 items. User Services staff will immediately retrieve one or two items of urgently needed material.

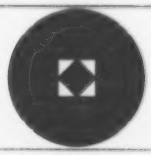
Photocopying
Photocopying of material which cannot be removed from the Libraries can be done in the Graphic Services Copy Centres located in the Libraries, after prior clearance with the Co-ordinator of Services for Disabled Persons.

Print Handicapped
Rooms are available in the Dana Porter Library for print-handicapped library users and their readers. Equipment to assist the print handicapped is available such as mico-computers with large print and voice output capabilities, tape recorders, a brailler etc. Text book taping service with the W. Ross MacDonald School in Brantford can be arranged through a liaison person in the Dana Porter Library (see detailed guidelines).

SYSTEMS AND PROCEDURES EXCHANGE CENTER

SELECTED READINGS

ASSOCIATION OF RESEARCH LIBRARIES



OFFICE OF MANAGEMENT SERVICES

Selected Readings

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